INGENIUM Charter Middle School

AN INGENIUM SCHOOL

Ingenium Charter Middle School

Charter Renewal Petition

Submitted to:

Los Angeles Unified School District

August 20, 2025

For a Requested Charter Term of:

July 1, 2026 – June 30, 2031

Table of Contents

Table of Contents 2

Assurances, Affirmations, and Declarations 3

Element 1 - The Educational Program 5

Element 2 – Measurable Pupil Outcomes and 98

Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured 98

Element 4 - Governance 107

Element 5 - Employee Qualifications 119

Element 6 - Health and Safety Procedures 126

Element 7 – Means to Achieve Racial and Ethnic, Special Education, and English Learner, including Redesignated Fluent English Proficient Pupils Balance 132

Element 8 – Admission Policies and Procedures 136

Element 9 – Annual Financial Audits 141

Element 10 - Suspension and Expulsion Procedures 143

Element 11 – Employee Retirement Systems 170

Element 12 - Public School Attendance Alternatives 172

Element 13 - Rights of District Employees 173

Element 14 - Mandatory Dispute Resolution 174

Element 15 - Charter School Closure Procedures 177

Additional Provisions 184

Assurances, Affirmations, and Declarations

Ingenium Charter Middle School, also referred to herein as "ICMS" and "Charter School," shall:

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

1. **GENERAL INFORMATION TABLE**

GENERAL INFORMATION	
The name and title of the contact person for the Charter School is:	Dr. Julie Troletti
The contact address for the Charter School is:	7330 Winnetka Ave. Winnetka, CA 91306
The contact phone number for the Charter School is:	818-309-2777
The current address of the Charter School is: o (Please note: As charter schools' eligibility for and allocation of Proposition 39 facilities are determined on an annual basis, a charter school's current occupancy of Proposition facilities is subject to change in subsequent school years.)	7330 Winnetka Ave. Winnetka, CA 91306
This location is in the LAUSD Board District:	3
Location is in LAUSD Region	North
The grade configuration of the Charter School is:	6th-8th
The number of students in the first year (should align with year 1 of the rollout plan, as well as the budget) will be:	200
The grade level(s) of the students in the first year will be:	6th-8th

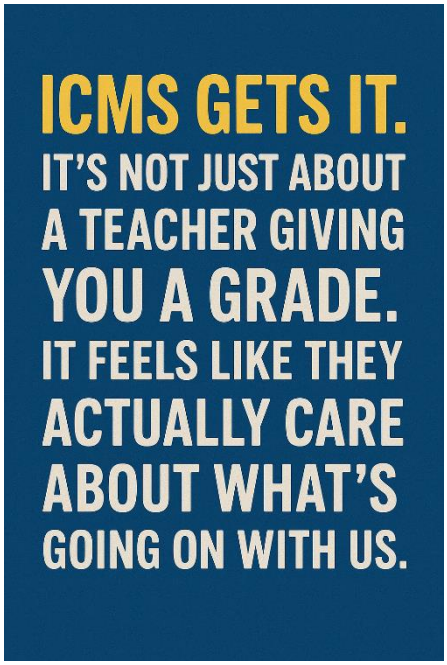
The Charter School's scheduled first day of instruction in 2026-2027:	August 10, 2026
The total enrollment capacity will be: (Enrollment capacity is defined as the total number of students who may be enrolled in Charter School regardless of student residency.)	270
The type of instructional calendar will be:	Traditional
The regular bell schedule (e.g., daily hours) for the Charter School will be:	8:15am- 3:20pm
The term of this Charter for Middle and High performing schools:	July 1, 2026-June 30, 2031
If approved, the term of this Charter for Low performing schools (ensure term consistency throughout the document e.g., rollout plan, LCFF, etc.):	July 1, 2026-June 30, 2028

Self-Reflection for Charter School

2. INTRODUCTION AND RATIONALE FOR RENEWING INGENIUM CHARTER MIDDLE SCHOOL

Ingenium Schools was founded in 2009 to develop charter schools designed around quality learning tools and systems. Ingenium Charter Middle School was first authorized by Los Angeles Unified School District in 2011 and began educating students in 2012 and was later renewed in 2018.

ICMS Brings Heart to Its Community



Middle school is a challenging time in an adolescent's life. Changes in academic expectations, social circles, one's own body, and familial relationships present unique situations that are heightened by a student's vulnerabilities. Add to this mix the stress of food insecurities, financial instability, living with violence, and possibly being new to the country and a picture of what middle school students experience daily is brought to light. Schools must change the way they respond to the experiences that students bring to campus every day. Like many schools, ICMS prides itself on building strong relationships with its students. At ICMS, building relationships is not a tag line or a saying tossed around. Rather, it is a core belief in what makes ICMS a unique and special place to learn. What sets ICMS apart is the way we build these relationships and how they affect our students in their everyday lives.

Relationships are built on trust. Building trust with students starts as they walk through the front gate every morning. Greeted by the Dean of Students, School Counselor, and/or Principal, every student has a point of contact with an adult. Students are asked how they are doing. This gives staff the opportunity to check in with students. Are students smiling? Are they

tired? Are they quieter than normal? Does it look like they have been crying? While some of these behaviors may be “normal” for middle school students, the relationships staff have with students gives insight to possible underlying issues. Any concerns regarding a student are quickly shared with the School Counselor and the Dean of Students for follow-up. In the life of a middle schooler, a fight with parents or a perceived slight from a friend is enough to derail a student’s learning for the day.

At the beginning of the school day, Daily Huddles are held in every classroom. This provides a low-stake environment for students to transition from home life to school life. It allows for participation in non-academic activities and is a key tool in building relationships and classroom communities. While at the beginning of the year teachers facilitate the Huddles, this task is eventually handed off to students which allows them to take ownership of the activity. Huddles include games, activities, questions, or videos. The time investment in huddles is small, 20 minutes a day, and the payoff in strong relationships is huge.

It is not uncommon to see teachers eating their lunch outside with the students. This is not something mandated by the school, rather it is a choice the dedicated teachers make as they build trusting relationships with their students. Regardless of a student’s grade level or class schedule, staff spend time getting to know the students through the act of sharing a meal. This also builds a foundation for following years, when a student starts a new grade and already has a relationship with that grade level’s teachers.

It is also common to see students come to the Charter School office when they want to talk to an adult. Students want to talk to the Dean of Students, Counselor, and at times the Principal. They are seen as trusted community members rather than “scary” or “intimidating” people whose job it is to “punish” students.

In a school the size of ICMS, it is hard for students to fall through the cracks. With the high staff to student ratio, staff members know every student. Authentic conversations take place at break or lunch, giving students the opportunity to connect with a trusted adult. This is extended to after school hours as well.

The afterschool program is an in-house program that is staffed with the same employees who work with students during the school day. Our dedicated staff run afterschool clubs and homework help, allowing students to stay in a safe and nurturing environment until 6pm, daily.

ICMS operates off of two beliefs regarding student learning: 1. A student in crisis cannot learn and 2. There is a reason for every behavior. Regarding the first belief, if a student is hungry, we feed them. If they are tired, we allow them to take a break. If they are upset or preoccupied, whether by issues inside or outside of school, we allow them to talk them through with a trusted staff member. By addressing these basic needs first, many behaviors or actions are averted.

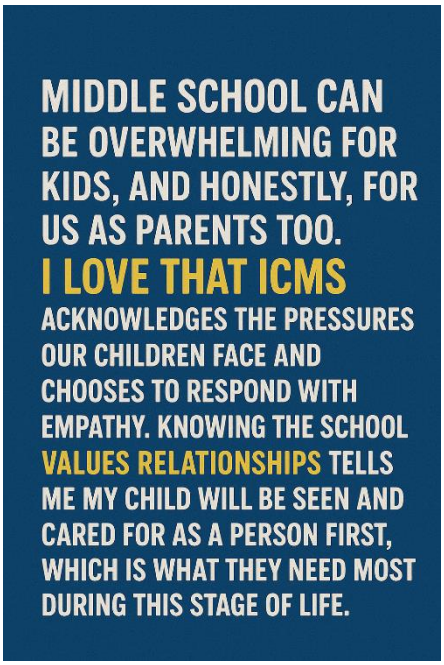
As for the second belief, ICMS knows that most students want to be successful and do well in school. Working closely with each student allows us to discover what reason may be standing in the way of that child’s success. By using Trauma Informed Practices, rather than asking “Why did the student do that?”, we ask “What happened to this student?”

Demographics tell us that in this community students experience traumatic events early on. Traumatic events can include living in poverty, communities with high unemployment rates and high rates of violence, and experiences associated with moving to a new country.

Specialized training is provided to all staff members on Trauma Informed Practices. Staff knows not to take things personally, especially if a student is dysregulated. Giving students time to cool

off before approaching them and letting them take a needed break is simple, but not always easy. Part of this training revolves around the neuroscience of trauma and having staff develop a deeper understanding of the body's response to trauma. This can make the difference between a student staying in a fight or flight state and being able to regulate themselves back to calm.

Prior to the start of the school year, staff are reminded of the many situations our students face that cause trauma. Additionally, staff are given the opportunity to complete the *Adverse Childhood Experiences* survey, allowing them to see the many causes of trauma. The results are not shared but rather are used for self-reflection.



This past year has required additional training. As world events change the landscape of life, ICMS has to be proactive and responsive. During this past spring, time was spent working with students experiencing immigration related issues. Many students saw their families sent to detention camps, and in years past, some students came to us from detention camps. One student and his family were taken into immigration custody as they walked home and greatly impacted our students' feeling of safety.

By responding to this, and other issues through a trauma informed lens, ICMS is able to meet the emotional needs of our students where they are at. It is because of this understanding of the importance of relationships and connection that word of mouth has led more families to ICMS. Once the emotional and mental health of students is taken care of, academic achievement will follow.

ICMS serves a growing student population, as evidenced by increasing enrollment, as families continue to choose ICMS. ICMS serves 39.9% English Learners ("ELs") and continues to serve this population well. ICMS is also home to 96.6% Hispanic students, 89.9% socioeconomically Disadvantaged Students ("SED"), and 14.5% Students with Disabilities ("SWD"). Families send their children to ICMS because they know that we build strong relationships with students and understand the importance of these relationships.

ICMS by the Numbers	
Hispanic/Latino	91%
English Language Learners	38.6%
Socio-economically Disadvantaged	94%
Special Education	13.9%

ICMS shows consistent growth according to NWEA's Conditional Growth Index. In 2021-2022, 8th graders made at least one year's growth in ELA. The following year saw an increase, with all three grades making at least one year's growth in ELA, and 6th and 8th graders making at least one year's growth in Math. In 2023-2024, all three grade levels, in both ELA and Math, made at least one year's growth. During the 2024-2025 school year, all three grade levels made at least one year's growth in math, and 6th and 8th-grade students made at least one year's growth in

ELA.

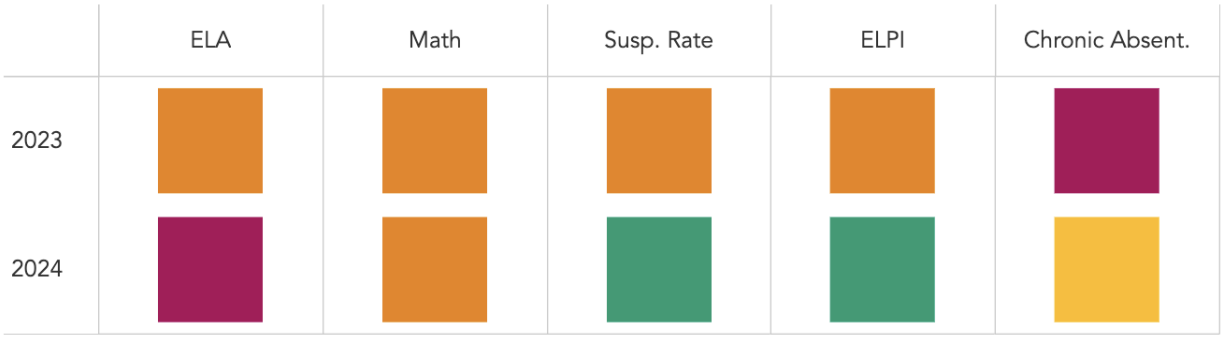
Demonstrated Academic Growth							
Avg. One-Year+ Student Growth NWEA MAP	Math			ELA			
	6th	7th	8th	6th	7th	8th
2021-2022						☑
2022-2023	☑		☑	☑	☑	☑
2023-2024	☑	☑	☑	☑	☑	☑
2024-2025	☑	☑	☑	☑		☑

Academic Performance Data

ICMS is classified as a middle track charter school under Education Code Section 47607.2(b) and as recognized by the California Department of Education. ICMS' middle track status is confirmed as a consequence of the following criteria demonstrating that ICMS qualifies as neither low-track nor high-track:

- Criteria 1: ICMS meets the criterion to be classified as a middle-performing Charter School. ICMS has not, for two consecutive years preceding renewal, received all blues and greens on the California School Dashboard ("Dashboard"), nor has it received all reds and oranges on the Dashboard.

All Students Dashboard - Ingenium Charter Middle



Performance colors (**Red** to **Blue**) for the 2022 Dashboard and 2023 CCI were proxied using Status levels (very low to very high).
Very Low = **Red** Low = **Orange** Medium = **Yellow** High = **Green** Very High = **Blue** Only indicators with a color assignment are featured.

With respect to ICMS' English Learner Progress Indicator ("ELPI") scores, while ICMS started lower than LAUSD and the State's scores, i.e., as of the 2022 Dashboard, by the third year, i.e.,

the 2024 Dashboard, ICMS scores were higher than both LAUSD and the State. Both the District and the State's third year data was lower than where it started, while ICMS score was higher than where it started.

- Criteria 2a and criteria 2b: ICMS exceeds the state average in at least one academic indicator (ELPI) and for one student group (English Learners) for the two years of data that are used to determine ICMS' performance category. This demonstrates that ICMS does not meet the second criterion for classification as a high- or low-performing charter school, and is therefore a middle performing charter school.

All Students Performance on Academic Indicators

		ELA	Math	ELPI
2023	All	-73	-130	40
2024	All	-79	-120	49

For the ELA and Math indicators, average Distance from met Standard (DFS) is used to compare charter school test results with the state's overall average.

Student Group Performance- Ingenium Charter Middle

	2023		2024		
	ELA	Math	ELA	Math	ELPI
Hispanic/Latino	-88	-142	-84	-122	
English Learner	-115	-155	-115	-148	49
Socioeconomically Disadv.	-82	-133	-79	-120	

Only **Student Subgroups** that meet the required **n-size** are reported. Reporting of student subgroups began in 2024 for ELPI.

The longitudinal analysis of English Language Arts ("ELA") state test data for ICMS since 2018 indicates a positive shift in academic performance over time. ICMS' students improved in ELA from a DFS of –87.3 in 2018 to a DFS of –73 in 2023. This is a higher DFS change of 14 points compared to the District and State DFS change. ICMS outperforms Canoga Park Middle across all student groups in ELA. The largest difference is among English Learners: ICMS scores -114.7 vs -127.4 at Canoga Park.

ICMS, Neighboring Schools, District, and State - ELA Indicator Status Over Time (2018-24) (CAASPP)

	2018	2019	2022	2023	2024
ICMS	-87.3	-76.7	-78	-73	-79.4

Neighboring Schools	-37.74	-40.74	-36.52	-43.84	-45.46
LAUSD	-29.2	-23.7	-30.8	-32.4	-28.2
CA	-6.0	-2.5	-12.2	-13.6	-13.2

ICMS ELA Indicator Status Over Time (2018-24) for All Students, English Learners and Students with Disabilities (DFS)

	2018	**2019**	**2022**	**2023**	**2024**
All Students	-87.3	-76.7	-78	-73	-79.4
EL	-119.5	-102.7	-103.1	-114.8	-114.7
SWD	-131.2	-99.8	-127	-126.6	-135.5

Success in Meeting the Needs of the Students

Since 2013, ICMS has been serving students in the northwestern part of the San Fernando Valley. Dedicated to instilling joy and meaning in learning, ICMS utilizes the whole child approach to education. Educating the "whole child" means addressing the various needs of each child, not just the academic needs. This approach recognizes the interconnectedness of the various needs and how they all must be acknowledged for a student to be successful, in both school and life.

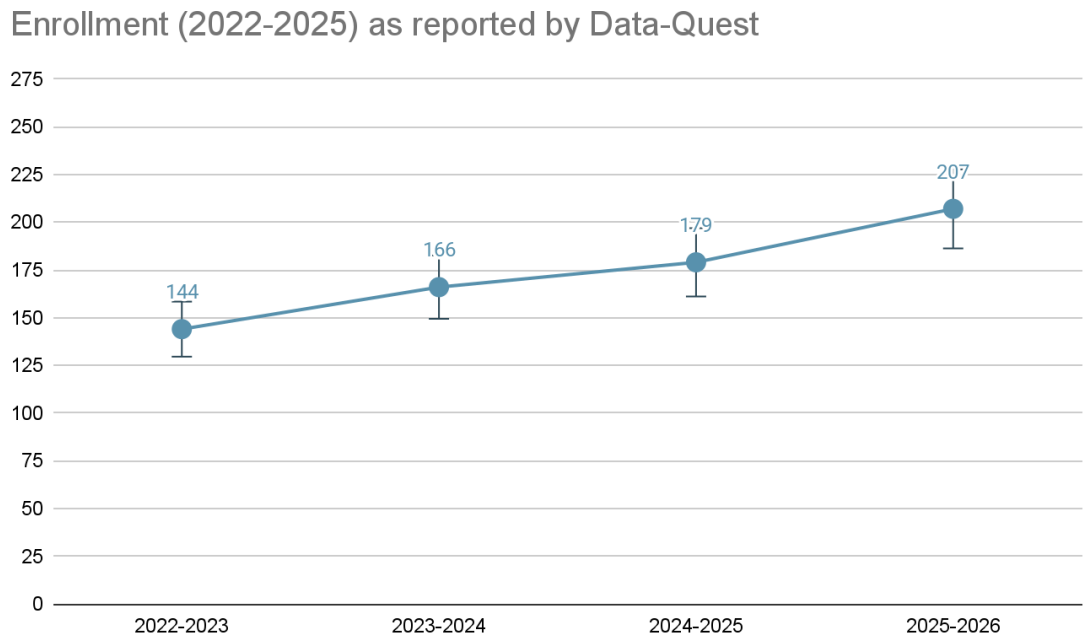
The different needs include:

- Academic needs: Ensuring they are learning and achieving.
- Social needs: Helping them develop positive relationships and social skills.
- Emotional needs: Supporting their emotional regulation, self-esteem, and mental health.
- Physical needs: Considering their health and safety.
- Ethical needs: Fostering their sense of responsibility and character.

Because of our focus on addressing all needs, not just academics, enrollment continues to increase to pre-pandemic numbers. Parents choose ICMS because they know their child's needs will be met and their student will receive individualized attention in various areas. For the 2025-2026 school year, enrollment is expected to increase yet again.

During the course of this charter, enrollment was steadily increasing until the time of school closure. Like most other California districts and schools, Since 2022, enrollment has been drastically increasing. From 2022 to this current school year, enrollment has increased by 44%.

Increasing Enrollment at Ingenium Charter Middle School from 2022 to 2025



Demographics of Ingenium Charter Middle, Neighboring Schools, LAUSD, and CA (2024 SY)

	Ingenium Charter Middle	Canoga Park Middle	James Jordan Middle	John A. Sutter Middle	Valor Academy Middle	Woodland Hills Academy	Los Angeles Unified	State of CA
% Hispanic/Latino	91.0%	81.8%	92.3%	79.2%	93.2%	64.5%	76.6%	56.1%
% English Learner	38.6%	19.8%	22.7%	23.7%	28.7%	17.2%	21.2%	18.4%
% Socioeconomically Disadvantaged	94.0%	92.5%	88.8%	88.7%	94.5%	73.5%	84.6%	62.3%
% Students with Disabilities	13.9%	18.5%	16.3%	19.6%	13.9%	17.6%	15.4%	13.7%
Enrollment Total	166	617	454	849	512	603	381,116	5,837,690

Higher enrollment compared to LAUSD and the state:
  - Hispanic/Latino: 91.0% at ICMS vs 76.6% (LAUSD), 56.1% (state)
  - English Learners: 38.6% at ICMS vs 21.2% (LAUSD), 18.4% (state)
  - Socioeconomically Disadvantaged (“SED”): 94.0% at ICMS vs 84.6% (LAUSD), 62.3% (state)
- ICMS enrolls a higher percentage of English Learners (38.6%) than neighboring schools
- Enrollment for Students With Disabilities (“SWD”) has fluctuated with:
  - ICMS having a higher percentage than LAUSD in the years 2018-2019, 2019-2020, 2020-2021, 2021-2022, and 2024-2025.

- In the years 2022-2023 and 2023-2024, the difference between ICMS and LAUSD was 1 percentage point.

Student Subgroup Enrollment of Ingenium Charter Middle, LAUSD, and CA (2024 SY)

	ICMS	LAUSD	CA
SED	94%	84.60%	62.70%
ELD	38.60%	21.20%	18.40%
SWD	19.40%	15.40%	13.70%
Hispanic	91%	76.60%	56.10%

ICMS has a high unduplicated count of students. When working with students who fall into the category of "unduplicated students," it is crucial to consider the challenges that such students may face.

Students who are EL require specialized support to learn English and access the curriculum. Needs may include:

- Language instruction and support.
- Culturally responsive teaching.
- Bilingual resources.
- Support for their families.

Students eligible for Free or Reduced-Price Meals ("FRPM") may need additional support due to:

- Food insecurity.
- Lack of access to resources.
- Housing instability.
- Need for academic and social-emotional support.

Students in the Foster Youth system often experience disruptions in their education and may need:

- Stable and supportive learning environments.
- Academic and social-emotional counseling.
- Advocacy and support in navigating the education system.

Often, students fall into multiple categories. Students who qualify in more than one category face challenges due to the needs of each individual category. Because of this, these students need additional individualized support and equitable resource allocation. During the 2023-2024 school year, ICMS had an unduplicated count of 94.58%. During this same year, LAUSD had an unduplicated count of 82.08% and California had an unduplicated count of 65.47%.

Percent of Unduplicated Students of Ingenium Charter Middle, LAUSD, and CA (2024 SY)

	ICMS	LAUSD	CA
% of Unduplicated Students	94.58%	82.08%	65.47%

Suspension Rate

ICMS' suspension rates have fluctuated over time. ICMS' suspension rates are consistently lower than the State and similar to neighboring schools. Suspension rates decreased from 3.0% in 2023 to 2.2% in 2024. ICMS' 2024 suspension rate (2.2%) were lower than the state average (3.2%).

Hispanic/Latino students at ICMS (2.5%) have lower suspension rates than:

- Canoga Park: 6.6%
- James Jordan Middle: 2.9%
- Woodland Hills Academy: 3.7%

Suspension Rates of Ingenium Charter Middle, Neighboring Schools, LAUSD, and CA (2024 SY)

	Ingenium Charter Middle	Canoga Park Middle	James Jordan Middle	John A. Sutter Middle	Valor Academy Middle	Woodland Hills Academy	Los Angeles Unified	State of CA
Hispanic/ Latino	2.5%	6.6%	2.9%	0.8%	2.0%	3.7%	0.4%	3.4%
English Learners	1.4%	9.8%	6.8%	1.2%	0.7%	3.0%	0.3%	3.4%
Socioeconomically Disadvantaged	2.2%	7.3%	2.5%	1.0%	2.0%	3.1%	0.4%	4.0%
Students with Disabilities	0.0%	4.3%	6.3%	0.0%	1.3%	6.7%	0.7%	5.4%
All Students	2.2%	7.2%	2.8%	0.9%	1.9%	3.5%	0.4%	3.2%

Chronic Absenteeism Rate

An ongoing area of challenge for ICMS has been its chronic absenteeism rate. ICMS' rate of chronic absenteeism is higher than the State, District, and neighboring schools average. The longitudinal analysis of chronic absenteeism data for ICMS since 2018 shows an increase of 12%, from 21% to 33%. Chronic absenteeism rate decreased from 36.6% in 2023 to 33.5% in 2024.

Chronic Absenteeism Rate of Ingenium Charter Middle, Neighboring Schools, LAUSD, and CA (2024 SY)

	Ingenium Charter Middle	Canoga Park Middle	James Jordan Middle	John A. Sutter Middle	Valor Academy Middle	Woodland Hills Academy	Los Angeles Unified	State of CA
Hispanic/ Latino	**33.1%**	**25.8%**	**7.2%**	**25.6%**	**11.5%**	**25.4%**	**23.6%**	**21.7%**
English Learners	**34.8%**	**31.7%**	**8.7%**	**24.9%**	**8.7%**	**29.0%**	**23.0%**	**20.1%**
Socioeconomically Disadvantaged	**32.9%**	**27.1%**	**7.2%**	**27.1%**	**11.9%**	**28.9%**	**25.1%**	**23.4%**
Students with Disabilities	**51.9%**	**27.8%**	**11.4%**	**31.6%**	**13.8%**	**26.7%**	**30.9%**	**26.3%**
All Students	**33.5%**	**26.4%**	**6.8%**	**25.6%**	**11.7%**	**27.1%**	**23.3%**	**18.6%**

During the 2023-2024 school year, when transportation was provided by the Charter School, chronic absenteeism decreased by 3%. While the data has not yet been published, ICMS' internal data indicates that there was a decrease in chronic absenteeism for the 2024-2025 school year as well.

ICMS has been implementing various strategies to increase student attendance. These include:

- Class recognition
- Student recognition
- Attendance meetings
- Attendance agreements
- Pizza parties
- AttenDANCE party
- Special events

Through recognition, contests, and incentives, ICMS is starting to see a gradual decrease in its chronic absenteeism rate. During monthly assemblies, classes with the highest attendance rate receive a certificate and a pizza party. Additionally, ICMS recognizes the importance of also recognizing improvement. The class with the highest increase in attendance over the previous month's attendance also receives certificates and a pizza party. Attendance medals are given at the end of the year to all students with 90% or better attendance, with special recognition given to those with 100% attendance.

Eligibility to participate in 8th grade activities incorporates an attendance component. Students must meet an attendance expectation of at least 80% to participate in Grad Night, walking in Graduation, and attending the 8th Grade Picnic. Students sign an attendance agreement at the beginning of the year. Individual meetings are held with chronically absent students, their families, the school counselor, and the principal where challenges are discussed and attendance improvement plans are created.

Additionally, to meet the needs of students with transportation challenges, providing individualized transportation solutions has helped decrease the chronic absenteeism rate.

English Learners

ICMS serves a high percentage of ELs, 38.6% compared to LAUSD's 21.2% and California's 18.4%. Of these, 17.1% are Reclassified Fluent English Proficient ("RFEP") Fully and 16.5% are RFEP Monitored. Recognizing the unique needs of this student population, ICMS has implemented a comprehensive, research-based approach to English language development that addresses diverse proficiency levels, promotes equitable access to learning, and supports measurable growth in student outcomes.

Over the past three years, ICMS has made measurable gains in both English language proficiency and reclassification rates. The percentage of students scoring at the "Proficient" level on the ELPAC Summative increased from 13.11% in 2022–23 to 19.35% in 2023–24. In addition, ELPAC Level 4 performance among 6th graders rose from 0% in 2022–23 to 9% in 2024–25, demonstrating that more students are reaching advanced levels of proficiency.

Reclassification rates have also improved significantly—from 0% in 2020–21 (pandemic year) to 25% in 2023–24, with rates consistently above 16% in the past three years. These gains reflect targeted instructional support, consistent progress monitoring, and an increased emphasis on vocabulary development and oral language practice across all content areas.

To support this growth, ICMS has invested in targeted instructional resources, including a dedicated ELD curriculum for both Newcomers and English Learners at all proficiency levels, aligned with the recently adopted ELA curriculum. The Newcomer Class uses HMH English 3D's Language Launch to accelerate acquisition of academic and social vocabulary, while higher-level ELs use HMH English 3D to deepen language skills through daily written and spoken responses, close reading, and engagement with relevant contemporary topics. Supplemental support through Summit K12 provides reading and writing practice, bilingual instructions, and ELPAC preparation.

Instruction is further strengthened through GLAD (Guided Language Acquisition Design) strategies, emphasizing academic vocabulary, word walls, text-rich classrooms, comprehensible input, guided oral practice, and balanced literacy approaches. Teachers also employ visual supports, realia, diagrams, scaffolds, sentence frames, and graphic organizers to ensure access for all learners.

Monitoring and data-driven instruction are supported by Ellevation, which enables real-time progress tracking and targeted lesson planning. Designated ELD classes occur daily, with students grouped according to their ELD level. Additionally, annual professional development focuses on high-leverage practices, including strategies for working with Long-Term English Learners (LTELs), newcomer supports, and vocabulary development.

ICMS's commitment to fostering an inclusive, low-pressure learning environment—where students feel safe to take risks and make mistakes—has been key to this progress. With continued investment in high-quality curriculum, strategic professional development, and data-informed instruction, ICMS is on track to further close the achievement gap for English Learners and reclassify students at higher rates.

ICMS English Learner Progress – ELPAC Performance & Reclassification Rates						
Year	**% Proficient (ELPAC Summative)**	**Level 1**	**Level 2**	**Level 3**	**Level 4**	**Reclassification Rate**
2022–23	13.11%	30%	35%	35%	0%	16%
2023–24	19.35%	26%	37%	30%	7%	25%
2024–25	TBD	32%	27%	32%	9%	TBD

Math CAASPP Data

ICMS performs below the State, District, and neighboring schools average. The longitudinal analysis of Math state test data for ICMS since the pandemic indicates a positive shift in academic performance over time.

ICMS' students improved in Math from a DFS of –148 in 2022 to a DFS of –120 in 2024. This DFS change of 28 points is higher than both the District and State DFS change for the same time period. Math scores improved from -148.1 in 2022 to -120.1 in 2024. Despite gains, 2024 scores remain below neighboring schools scoring -17.9 below standard, LAUSD: -60.4 below standard, and the State: -47.6 below standard.

ICMS outperforms Canoga Park in math for most groups, except for students with disabilities. The most notable difference is among English Learners:

- ICMS: -147.6 vs Canoga Park: -182.0
- Students with disabilities were the lowest scoring subgroup for ICMS at -190.7 in 2024. This is also lower than neighboring schools, LAUSD, and the State

Math Indicator (DFS) Results for Ingenium Charter Middle, Neighboring Schools, LAUSD, and CA (2024 SY)

	Ingenium Charter Middle	Canoga Park Middle	James Jordan Middle	John A. Sutter Middle	Valor Academy Middle	Woodland Hills Academy	Los Angeles Unified	State of CA
Hispanic/Latino	-121.5	-139.3	-40.8	-116.3	-97.9	-110.6	-72.6	-79.2
English Learner	-147.6	-182.0	-89.6	-150.2	-124.0	-132.2	-95.4	-93.4
Socioeconomically Disadvantaged	-120.1	-133.7	-40.9	-110.9	-94.8	-104.2	-72.6	-78.2
Students with Disabilities	-190.7	-180.9	-103.7	-174.3	-151.5	-171.1	-131.3	-124.3
All Students	-120.1	-128.7	-37.6	-106.4.	-93.9	-98.2	-60.4	-47.6

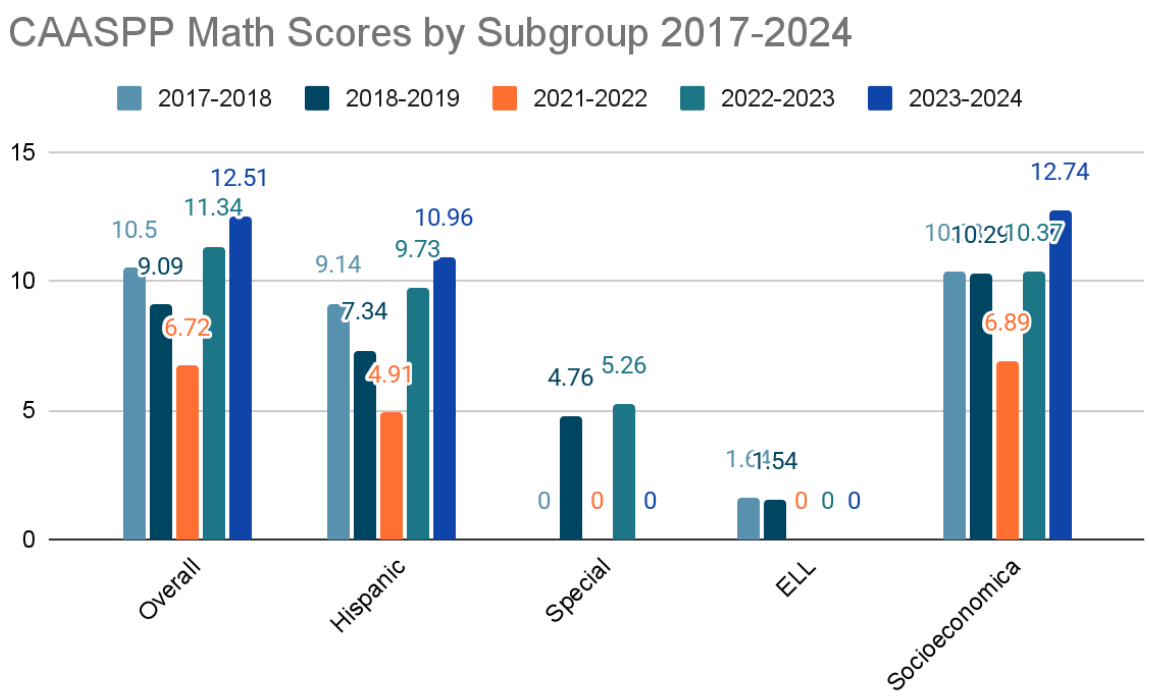
CAASPP data from the ELPAC ETS website indicates fluctuations in proficiency rates for key subgroups in math. Students with disabilities saw a decline in proficiency from 5.26% in 2022-23 to 0% in 2023-24. Conversely:

- Socio-economically disadvantaged students increased their proficiency from 10.37% to 12.74%
- Hispanic students improved from 8.73% to 10.96%

By analyzing CAASPP math cohort data by subgroups, ICMS identified areas of concern and implemented targeted interventions. In 2021-22, 10.91% of 6th graders scored proficient or above in Math; this increased to 13.64% as 7th graders in 2022-23 but then decreased to 9.62% in 8th grade during 2023-24.

Among Hispanic students, proficiency was 7.84% in 6th grade (2021-22), rose to 9.76% in 7th grade (2022-23), and declined to 6.25% in 8th grade (2023-24). Special Education subgroup scores across these years were statistically insignificant by grade level, with no reported proficiency percentages. Socio-economically disadvantaged students' proficiency rates fluctuated, with 11.54% proficient in 6th grade, dropping to 9.09% in 7th grade, and slightly increasing to 9.62% in 8th grade.

A review of overall CAASPP math proficiency rates over the term of the charter reveals fluctuations in student performance. Proficiency began at 10.5% in 2017-2018, dipped to 9.09% in 2018-2019, reached a low of 6.72% in 2021-2022, then rebounded to 11.34% in 2022-2023 and 12.51% in 2023-2024. Hispanic students' math proficiency rates closely mirror the overall trend, recovering from a low of 4.91% in 2021-2022 to 10.96% in 2023-2024. ELs consistently show very low proficiency, with rates at 1.64% in 2017-2018 and 2018-2019, and 0% for the three most recent years (2021-2022 through 2023-2024). This persistent 0% highlights ongoing challenges in both measuring and supporting EL students' math achievement. Similarly, proficiency rates for socioeconomically disadvantaged students track closely with overall student performance. Students in Special Education have particularly low math proficiency, with 0% in 2021-2022 and 2023-2024, and only 5.26% in 2022-2023. This concerning data, alongside the challenges identified for English Language Learners, has driven ICMS to implement critical changes to its Math and ELA strategies and curriculum.



Math NWEA MAP Growth

Cohort data for students who entered ICMS as 6th graders in 2022-23 and graduated as 8th graders in 2024-25 shows promising growth overall and within subgroups. These students began 6th grade scoring at the 10th percentile on the NWEA Math MAP Growth assessment, advancing to the 29th percentile by 8th grade. Hispanic students improved from the 7th percentile to the 25th percentile; English Learners progressed from the 4th to the 12th percentile; socio-economically disadvantaged students rose from the 9th to the 29th percentile; and Special Education students increased from the 6th to the 24th percentile during this time (see chart below).

NWEA Math Data for 2022-2025 Cohort Growth

	Fall 2022	Spring 2025
Overall	10th percentile	29th percentile
Hispanic	7th percentile	25th percentile
EL	4th percentile	12th percentile
SED	9th percentile	29th percentile
SWD	6th percentile	24th percentile

NWEA uses the Conditional Growth Index (CGI) to determine one year's progress. A CGI score of –0.2 indicates one year's typical growth. Positive values indicate more than expected growth, while values less than –0.2 suggest less than expected growth.

In expected year's growth, ICMS' students score at or above one year's growth in Math from Fall to Spring in the 2023, 2024, and 2025 school year.

The numbers in green show at least one year's growth, while those in red show less than one

year's growth,

Data from NWEA's Student Conditional Growth Summary for Math

	6th Grade CGI/CGP	7th Grade CGI/CGP	8th Grade CGI/CGP
2021-2022	-.64/26th percentile	-1.22/11th percentile	-.79/22nd percentile
2022-2023	-.14/45% percentile	-.41/34th percentile	-.16/43rd percentile
2023-2024	.33/63rd percentile	.56/71st percentile	.31/62nd percentile
2024-2025	.09/53rd percentile	.02/51st percentile	.47/68th percentile

Data from NWEA's Hispanic Student Conditional Growth Summary for Math

	6th Grade CGI/CGP	7th Grade CGI/CGP	8th Grade CGI/CGP
2021-2022	-.70/24th percentile	-1.25/11th percentile	-.8/21st percentile
2022-2023	-.26/40th percentile	-.43/33rd percentile	-.23/41st percentile
2023-2024	.30/62nd percentile	.52/70th percentile	.32/62nd percentile
2024-2025	0/50th percentile	.12/55th percentile	.32/63rd percentile

Data from NWEA's SED Student Conditional Growth Summary for Math

	6th Grade CGI/CGP	7th Grade CGI/CGP	8th Grade CGI/CGP
2021-2022	No Subgroup Data Available		
2022-2023	-.02/49th percentile	-.28/40th percentile	-.13/45th percentile
2023-2024	.31/62nd percentile	.50/69 the percentile	.29/61st percentile
2024-2025	.13/55th percentile	.04/52nd percentile	.55/71st percentile

Data from NWEA's SWD Student Conditional Growth Summary for Math

	6th Grade CGI/CGP	7th Grade CGI/CGP	8th Grade CGI/CGP
2021-2022	No Subgroup Data Available		
2022-2023	Not statistically significant	Not statistically significant	-.21/42nd percentile
2023-2024	-.02/49th percentile	Not statistically significant	Not statistically significant

2024-2025	-.32/38th percentile	-1.07/14th percentile	Not statistically significant

Data from NWEA's EL Student Conditional Growth Summary for Math

	6th Grade CGI/CGP	7th Grade CGI/CGP	8th Grade CGI/CGP
2021-2022	No Subgroup Data Available		
2022-2023	-.78/22nd percentile	-.25/40th percentile	-.13/45th percentile
2023-2024	-.17/43rd percentile	-.70/24th percentile	-.81/21st percentile
2024-2025	-.06/48th percentile	-.37/36th percentile	-.21/42nd percentile

NWEA research indicated that by spring 2021, students were significantly behind pre-pandemic levels in both reading and math, with low-income and marginalized students disproportionately affected. By 2023, math proficiency remained a critical concern, with some reports estimating students were approximately one year behind grade-level expectations. However, 2024 assessment data, including NAEP results, suggest encouraging signs of recovery, largely attributed to targeted interventions and an increased emphasis on social-emotional learning.

ELA CAASPP Data

ICMS performs below the State, District, and neighboring schools average. The longitudinal analysis of ELA state test data for ICMS since the pandemic indicates a positive shift in academic performance over time.

Despite a slight decline in performance (6 DFS points) from 2024 to 2025, the longitudinal analysis of ELA state test data for ICMS since 2018 indicates a positive shift in academic performance over time. ICMS' students improved in ELA from a DFS of –87.3 in 2018 to a DFS of –73 in 2023. This is a higher DFS change of 14 points compared to the District and State DFS change.

ELA Indicator (DFS) Results for Ingenium Charter Middle, Neighboring Schools, LAUSD, and CA (2024 SY)

	Ingenium Charter Middle	**Canoga Park Middle**	**James Jordan Middle**	**John A. Sutter Middle**	**Valor Academy Middle**	**Woodland Hills Academy**	**Los Angeles Unified**	**State of CA**
Hispanic/Latino	-83.9	-84.2	4.5	-83.2	-41.5	-54.9	-38.9	-39.3
English Learner	-114.7	-127.4	-51.9	-123.0	-76.4	-96.7	-78.7	-67.6
Socioeconomically Disadvantaged	-79.2	-82.6	2.3	-77.7	-38.1	-51.6	-40.2	-40.9

Students with Disabilities	-135.5	-136.6	-59.3	-145.7	-121.1	-129.3	-106.9	-95.6
All Students	-79.4	-77.7	6.9	-74.8	-35.8	-45.9	-28.2	-13.2

CAASPP data from the current charter term, which includes both pre- and post-pandemic scores, shows that ICMS students are performing better now than at the beginning of the charter period. This improvement is reflected in both overall student performance and across key subgroups. ELA achievement for the "Overall" student group has generally trended upward. Starting at 17.27% proficiency in 2017-2018, there was a slight dip to 15.84% in 2018-2019, followed by a significant increase to 22.16% in 2021-2022. This positive trend continued, reaching 23.69% in 2023-2024. Hispanic students' ELA proficiency rates closely track the overall percentages, typically slightly below but following the same upward trajectory, reaching 22.3% in 2023-2024. Special Education students consistently show lower proficiency rates in ELA compared to the overall group. Despite this, their scores improved: 2.7% in 2017-2018 to 14.29% in 2021-2022, with a sustained level of 13.64% in 2023-2024. English Learners' ELA proficiency has fluctuated over the years, beginning at 3.28%, dropping to 1.54%, rising again to 3.85%, and then falling to 0% in 2023-2024.

Due to disruptions in state testing during school closures, complete cohort data within the current charter term is only available for students who tested as 6th graders in 2022 and as 8th graders in 2024. According to ETS data, ICMS' students scored 21.15% proficient or above on the CAASPP ELA in 6th grade during the 2021-2022 school year. The following year, these same students scored slightly lower as 7th graders, with 20.93% proficient or above. By 8th grade in 2023-2024, proficiency decreased to 18.36%. While this data shows proficiency trends by grade level, it does not confirm that all students tested were continuously enrolled at ICMS from 6th through 8th grade. Among Hispanic students, 6th graders scored 16.67% proficient or above in 2021-2022. Their scores increased slightly to 17.50% in 7th grade (2022-2023), then declined to 15.21% in 8th grade (2023-2024).

The chart below shows overall and significant subgroup data on CAASPP ELA over the charter term. Overall, ICMS's students increased from 17.27% in 2018 to 23.69% in 2024. Hispanic students also showed improvement, increasing from 18.18% to 22.30% proficiency over the same period. SWD showed dramatic improvement scoring 2.7% in 2018 and growing to 10.53% in 2023. SWD were not statistically significant in 2024. ELs declined from 3.28% in 2018 to 0% in 2024. SED students' proficiency in ELA rose from 22.55% in 2022-2023 to 24.16% in 2023-2024.

ICMS ELA CAASPP Percent Meets and Exceeds (2018-24) for All Students and Significant Subgroups

	2017-2018	2018-2019	2021-2022	2022-2023	2023-2024
Overall	17.27	15.84	22.16	24.27	23.69
Hispanic	13.98	13.48	19.5	18.18	22.3
SWD	2.7	2.33	14.29	10.53	not statistically significant
EL	3.28	1.54	3.86	3.64	0

SED	17.45	15.34	22.09	22.55	24.16

ELA NWEA MAP Growth

Students at ICMS met the NWEA expected progress threshold in two of the past four academic years in ELA.

The majority of ICMS' students enter the school testing one or more grade levels below proficiency according to the NWEA California MAP Growth Report (2021). Many of the students we serve come from historically underserved populations and typically start school at least one year behind grade level. According to NWEA, the average RIT score in Reading for incoming 6th graders is 210. As shown in the chart below, over the past five years, incoming 6th grade students at ICMS had Reading RIT scores ranging from 189.5 to 202.8. The median Math RIT score for incoming 6th graders is 215. NWEA data shows that incoming 6th graders at ICMS had Math RIT scores ranging from 189.9 to 204.9.

Incoming 6th Grade RIT Scores as Reported by NWEA

	2020	2021	2022	2023	2024
ELA	195.1	189.5	199.7	193.6	202.8
Math	200.7	189.9	194.8	198.5	204.9

Focusing on the cohort that entered ICMS as 6th graders in 2022-2023, NWEA MAP Growth data shows positive growth as these students prepare for high school. They scored in the 23rd percentile in ELA during 6th grade and improved to the 26th percentile by 8th grade in 2024-2025. Within this cohort, Hispanic students progressed from the 20th to the 22nd percentile, English Learners improved from the 3rd to the 9th percentile, socioeconomically disadvantaged students increased from the 23rd to the 26th percentile, and Special Education students moved from the 17th to the 21st percentile (see chart below).

ICMS Cohort Data from NWEA ELA Conditional Growth Percentile from Fall 2022 to Spring 2025

	Fall 2022 6th Grade	Spring 2025 8th Grade
Overall	23rd percentile	26th percentile
Hispanic	20th percentile	22nd percentile
EL	3rd percentile	9th percentile
Socio-economic disadvantaged	23rd percentile	26th percentile
SWD	17th percentile	21st percentile

In the table below, CGI and CGP for the years that ICMS has used NWEA are provided. Numbers in green represent scores greater or equal to the norm, and those in red show scores less than the norm.

Data from NWEA's Student Conditional Growth Summary for ELA

	6th Grade	7th Grade	8th Grade
2021-2022	-1.01/16th percentile	-.95/17th percentile	-.01/50th percentile

2022-2023	.21/58th percentile	.30/62nd percentile	.30/62nd percentile
2023-2024	.84/80th percentile	.95/83rd percentile	.55/71st percentile
2024-2025	-.10/46th percentile	-.25/40th percentile	.10/54th percentile

Data from NWEA's Hispanic Student Conditional Growth Summary for ELA

	6th Grade CGI/CGP	7th Grade CGI/CGP	8th Grade CGI/CGP
2021-2022	-1.11/13th percentile	-.99/16th percentile	-.02/49th percentile
2022-2023	.13/55th percentile	.32/63rd percentile	.29/61st percentile
2023-2024	.98/84th percentile	.84/80th percentile	.63/74th percentile
2024-2025	-.04/49th percentile	-.30/38th percentile	.01/50th percentile

Data from NWEA's SED Student Conditional Growth Summary for ELA

	6th Grade CGI/CGP	7th Grade CGI/CGP	8th Grade CGI/CGP
2021-2022	No Subgroup Data Available		
2022-2023	.20/58th percentile	.68/75th percentile	.33/63rd percentile
2023-2024	.74/77th percentile	.94/83rd percentile	.52/70th percentile
2024-2025	-.20/42nd percentile	-.19/42nd percentile	.09/53rd percentile

Data from NWEA's Students with Disabilities Student Conditional Growth Summary for ELA

	6th Grade CGI/CGP	7th Grade CGI/CGP	8th Grade CGI/CGP
2021-2022	No Subgroup Data Available		
2022-2023	Not statistically significant	Not statistically significant	.15/56th percentile
2023-2024	.96/83rd percentile	Not statistically significant	Not statistically significant
2024-2025	-.15/44th percentile	.0/50th percentile	Not statistically significant

Data from NWEA's EL Student Conditional Growth Summary for ELA

	6th Grade	7th Grade	8th Grade

	CGI/CGP	CGI/CGP	CGI/CGP
2021-2022	No Subgroup Data Available		
2022-2023	-.35/36th percentile	.08/53rd percentile	.02/51st percentile
2023-2024	-.32/37th percentile	Not statistically significant	Not statistically significant
2024-2025	-.34/37th percentile	-1.34/9th percentile	-.06/48th percentile

While overall achievement gains may not always be immediately apparent, student growth at ICMS is evident.

Participation Rates for NWEA MAP Growth

The participation rates from NWEA do not take into account the number of students on Alternate Curriculum, or those students who are Newcomers, and therefore do not test. The table below shows data directly from NWEA'S data files.

NWEA Participation Rates- School Profile Report (Single Term Achievement Report)

	2022-23	**2023-24**	**2024-2025**
Language Arts	84%	96%	99%
Math	89%	95%	96%

NWEA Participation Rates- Student Growth Report (Growth and Achievement Report)

	2022-23	**2023-24**	**2024-2025**
Language Arts	84%	96%	92%
Math	89%	95%	95%

Over the past few years, ICMS has demonstrated improvement in NWEA participation rates for both Language Arts and Math on the School Profile Report. In 2022–23, participation was 84% in Language Arts and 89% in Math; in 2023–24, rates increased to 96% in Language Arts and 95% in Math.

However, our participation rates for the *Student Growth Report* did not meet the 95% threshold, primarily due to attendance challenges among our SED students. Research consistently shows that SED students are more likely to experience barriers that interfere with consistent school attendance, including:

- Housing instability and frequent moves, leading to missed instructional days
- Transportation challenges, such as lack of reliable access to school
- Food insecurity, which can affect physical health and readiness to learn
- Health-related issues, including limited access to healthcare and chronic illness
- Family responsibilities, such as caring for younger siblings or contributing to household income
- Trauma and stress, which can impact motivation and school engagement

These factors contribute to higher rates of chronic absenteeism, directly influencing our ability to meet the participation requirements for the growth report. While we have made significant

progress in improving participation, these systemic barriers continue to impact a portion of our student population.

We believe that decreased participation in the Spring 2025 NWEA assessment was caused by federal immigration enforcement activities. According to a study performed by Stanford University across five school districts, the immigration raids during had many adverse effects on students across the state, ICMS included. Student absenteeism surged significantly in areas affected by immigration enforcement activity, and Los Angeles was no exception given the intensity of June raids and protests.

Heightened fear and anxiety swept through communities and Winnetka, California was no exception. Families were reluctant to allow their children to leave their house and did not want to send them to school. ICMS was hit especially hard when it was discovered that one of our students was detained and sent to a detention center in Texas. Our students were devastated by this event and the proximity in which it happened. This coincided with the start of our NWEA testing. While ICMS offered families door to door transportation during this time, attendance was negatively impacted , including through decreased participation rates in NWEA testing.

Stability Rates

ICMS students frequently move over the course of a year, and at a higher rate than students enrolled in LAUSD or other California schools. During the 2022-2023 school year, ICMS had a stability rate of 82.3% compared to LAUSD's rate of 89.6% and California's rate of 91.2%. The following year, 2023-2024, ICMS had a stability rate of 86.8%, while both LAUSD and California stayed flat.

Many newcomer students experience high mobility during their first year in the U.S., which can impact all areas of their academic and social success. Reasons for this transitory behavior, for both Newcomers and Socio-economically disadvantaged students include:

- Housing Instability – Temporary or shared housing arrangements change quickly.
- Employment Changes – Parents change jobs or relocate for better opportunities.
- Cost of Living – Families seek more affordable areas after initial settlement.
- Family Reunification – Moving to live with other relatives.
- Immigration or Legal Factors – Status changes or access to benefits prompt relocation.
- Community Support Access – Proximity to cultural, linguistic, or faith-based communities.
- Safety Concerns – Leaving unsafe neighborhoods.
- Landlord/Lease Issues – Evictions, rent increases, or lease expirations.
- Transportation Needs – Moving closer to work, public transit, or services.

Stability Rates in 2022-23 and 2023-24 of Ingenium Charter Middle, LAUSD, and CA

	2022-2023	**2023-2024**
ICMS	82.3%	86.8%
LAUSD	89.6%	89.3%
California	91.2%	91%

Success in Meeting the Needs of the Students

ICMS will continue to meet the needs of the community it serves and continue to create joy and meaning in learning, inclusive of its student groups by supporting the academic growth of all student groups, implementing innovative features, and supporting families. Below are the areas of success;

- Academic Growth & Performance
    - English Learner Progress Indicator (ELPI): Demonstrated consistent improvement:
        - 2022: 48.2% (on par with LAUSD and California)
        - 2023: 40% (reflecting statewide trends)
        - 2024: 49% (surpassing both LAUSD and state averages)- Achieving the Green status on the California Dashboard.
    - Math Achievement:
        - From 2022 to 2024 CAASPP results show a 28-point increase in Distance from Standard (DFS) a greater gain than both the District and State. LAUSD from 2022-2024 increased 11.1 points and the State of California increased 4.1pts.
        - *Eureka 2* for Math
        - Successful implementation of Standards-Based Grading and Report Cards, separating academic progress from behavior for a clearer picture of student achievement
    - Internal Benchmarks- NWEA MAP Growth
        - All grades surpassed growth projected norms in math- with 8th grade in the 74th percentile
        - 7th grade in reading almost met 50th percentile growth
        - 2022 to 2024- All grade levels exceeded one year's growth in ELA
        - 2022 to 2024- All socioeconomically disadvantaged students grew at least one year with more than one grade level exceeding a year's growth

Success in the Key and Innovative Features

- Key and Innovative Features
    - Student Ownership of Learning
        - Portfolios- 100% of students created Digital learning portfolios to monitor their growth and progress.
        - Data Walls- 100% of classrooms had Data Walls utilized to show student/class progress and standard progression.
        - Code of Cooperation- Every classroom created and followed a code of cooperation that supported the overall culture and climate of each classroom. Over 60% of students report feeling safe at school

- Student & Family Support
    - Improved and increased Average daily attendance- 92%
    - Mental Health Services:
        - 1 Full-time Counselor
        - 1 School Psychologist
        - Partnerships with outside providers, including Pacific Mental Health Services and More Than Sex Ed
    - Family Satisfaction: Over 50% of families report that their child's physical, social, and emotional needs are being met
    - Community Partnerships: Collaborations with organizations focused on student and family well-being such as Vision to Learn

Areas of Challenge Experienced and Plan for Improvement

Like many schools across California, ICMS continues to face several systemic challenges that impact student success and school operations. Three areas for improvement include hiring qualified staff, addressing chronic absenteeism, and increasing parent involvement. Below is a summary of these ongoing challenges and the steps ICMS is taking to address them.

Difficulty Hiring an ELA Credentialed Teacher- ICMS has struggled to hire a qualified, credentialed ELA teacher, reflecting a statewide shortage noted by the U.S. Department of Education. Contributing factors include California's high cost of living, complex credentialing requirements, and the challenges of teaching middle school. In 2024–2025, a credentialed teacher was finally hired, along with the adoption of a new ELA curriculum.

Chronic Absenteeism- ICMS continues to face high rates of chronic absenteeism. In 2024, the rate was 33.5%, down slightly from 36.6% in 2023.

Absenteeism is especially high among English Learners, students with disabilities, and socioeconomically disadvantaged students. Contributing factors include illness, mental health, academic struggles, lack of transportation, and family responsibilities.

To address this, ICMS implemented:

- School transportation (reducing absenteeism by 3%)
    - ICMS provides Bus Transportation coming from Panorama City, Hop Skip Drive Service, Ingenium Van Transportation, TAP Cards for LA City Metro Services
- Incentives (certificates, pizza parties, medals)
- Attendance agreements tied to 8th grade activities
- Family meetings and attendance improvement plans

Parent Engagement- Despite offering virtual *Parent University* workshops and using a school-wide communication platform, parent engagement remains low. School Site Council and ELAC meetings average only 1–2 parents. Surveys and tech support have been provided, but participation continues to be a challenge.

These challenges; difficulty hiring qualified teachers, high chronic absenteeism, and low parent involvement directly impact student achievement by limiting instructional quality, reducing learning time, and weakening the home-school connection essential for academic success. In response, ICMS developed a comprehensive School Action Plan to address these issues and better support student learning and engagement.

Roadmap for Increased Achievement

Noble Cause: We create communities where everyone experiences joy and meaning in learning.	**Mission: We prepare our students to be the best learners, leaders, and collaborators by empowering them with the capacity and tools to continually improve themselves and the world around them.**		**Core Values: Mutual Respect, Relationships, Consistency, Trust, Communication, Equity**		
Problem of Practice	**Root Causes**	**LCAP Goal Connection**	**Specific Actions**	**Actions/Strategies**	**Evaluation Measure/Data Source**
ELA Overall -79 DFS Hispanic - 84 DFS EL -115 DFS SED -79 DFS SWD - MATH Overall -120 DFS Hispanic - 122	Difficulty in hiring qualified, credentialed teachers lack of dedicated teacher collaboration time Inconsistent training on core	Goal 1: All students, including our English learners, Hispanic/Latino students, students with disabilities, low-income, and foster students, will demonstrate one year's academic growth annually in ELA and Mathematics across	Improve implementation of ELD Standards Increase ELA and Math proficiency Increase Hispanic, English Learner, Foster	Offer Afterschool tutoring by a credentialed teacher Various Checking for Understanding techniques are used by classroom teachers & observable during classroom walkthroughs PD on instructional	Tutoring attendance will be tracked Teacher Observation walkthrough tool PLC discussion Weekly Review of Lesson plans

DFS EL -148 DFS SED -120 DFS SWD -	& supplemental curriculum	all grade levels through access to a broad and comprehensive course of study	Youth, and Homeless proficiency in Math and ELA Improve school-level academic interventions and accelerations for all students Improve school-level academic interventions and accelerations for Students with disabilities, English Learners, Improve and monitor access to specialized programs for Students with disabilities and English Learners	best practices Consistency in procedures and routines Incorporate culturally responsive strategies and practices Analyze and interpret assessment data to inform instructional decisions and target areas for improvement. Student Access to academic language through various tools Students will track their growth and mastery Nurture a growth mindset in students Students will use IXL with fidelity Provide high quality professional development on curriculum components Conduct small group instruction with student groups identified through NWEA Map Growth results Use dedicated ELD curriculum Provide specific training on EL strategies Incorporate GLAD strategies into all subject area Provide targeted support for struggling students. Provide Math intervention through structured blocks Provide Reading Intervention through structured blocks	Review NWEA data visible use of word walls & data walls in every classroom Learning Portfolios Weekly Observations IXL usage logs curriculum usage reports
Problem of	**Root Causes**	**LCAP Goal**	**Specific**	**Actions/Strategies**	**Evaluation**

Practice		Connection	Actions		Measure/Data Source
Hard to fill job openings	Competition from other organizations Lack of knowledge about charter schools lack of competitive compensation packages Need for consistent classroom observations and feedback	Goal 2: To improve student learning outcomes, we will enhance student achievement by increasing the number and effectiveness of fully credentialed teachers and instructional leaders. This initiative aims to strengthen teaching capacity and optimize the master schedule, ensuring students master California Common Core State Standards in math, reading, and other enrichment subjects, with access to standards-aligned instructional materials.	Create a bell schedule that optimizes instructional minutes Ensure all materials and tools are research-based and standards aligned Provide relevant professional development to teachers on academic materials used Build time for collaboration into the schedule Focus on proven instructional strategies Provide regular and constructive feedback to teachers from observations Set clear expectations for classroom management Use data effectively to inform instruction Provide competitive compensation	Provide more opportunities for off-site professional development Assist with Clear Credential programs Create a schedule that allows for grade level collaboration Meet in PLCs to strengthen teaching strategies & understanding of data trends Revamp benefits to become more competitive Coach teachers on instructional strategies. Coach teachers on classroom management procedures Participate in job fairs to reach more people Partner with local colleges to find possible employees	ESSA grid schedule with dedicated collaboration time PLC agendas & minutes Coaching cycle documentation job fair registration
Problem of Practice	**Root Causes**	**LCAP Goal Connection**	**Specific Actions**	**Actions/Strategies**	**Evaluation Measure/Data Source**
.2% suspension rate	Need for training on restorative	Goal 3: The school climate will support improvement in	Implement a multitiered systems of	Phone calls home when student is absent	Attendance tracked daily notes in PS

64%- Students perceive school to be safe 68%- Families perceive school to be safe 36.6% chronic absenteeism	practices Transportation challenges Families not feeling connected to school	student learning outcomes by fostering a supportive and inclusive school climate where every student feels safe, valued, and empowered to thrive academically and socially.	support to decrease suspension rate and improve attendance Decrease chronic absenteeism by implementing supports to reduce barriers to students and families Increase perception on school safety by continuing to implement school wide expectations (Dragon Code) Decrease suspension rate by utilizing restorative justice practices	Counseling newsletters/parent seminars on importance of attendance Create Attendance contracts (if needed) Meet with family if child is chronically absent Home visits if absences continue Educate families on importance of school attendance ParentSquare Messaging to absent students Reward classes/cohorts/grades with highest ADA and most improved ADA. Review absent lists daily and understand barriers Review importance of attendance during monthly ELAC meetings Provide training on restorative justice Work with the Center for Cultural Relevancy & Teaching on inclusive practices Implement the MTSS program Greeting students at the gate every morning Daily huddles in Advisory to build community Students complete Accountability Projects Restorative conversations to support and prevent conflicts	Signed attendance contracts Calendar of meetings with families MTSS tracking sheets Weekly reminders in newsletter Parent Workshop sign-in sheets List of award recipients PowerSchool attendance reports ELAC agenda/minutes
Problem of	**Root Causes**	**LCAP Goal**	**Specific**	**Actions/Strategies**	**Evaluation**

Practice		Connection	Actions		Measure/Data Source
83% of families believe that ICMS is a good fit for their students. 13% Family survey participation 18% Family participation in school events 54% of parents attend Parent-Teacher conferences	Cultural sensitivity training and awareness Improve consistent communications Need for structured planning time	Goal 4: Family engagement will support improvement in student learning outcomes by improving student engagement and community/ family involvement through better collaboration, character education, and the application of core values in order to increase student academic achievement and to facilitate student identity development.	Implement social emotional learning curriculum- Second Step, to support student wellness and emotional well-being Provide mental health support and resources Train staff on cultural and linguistic teaching strategies by partnering with the Center for Culturally Responsive Teaching and Learning Consistent communication with families in multiple languages	Assist parents with loading and training of ParentSquare Train teachers on Second Step Increase communication regarding upcoming events Provide more time ahead of an event for promotion Provide child-care at events Provide consistent training through our partnership with the Center for Culturally Responsive Teaching and Learning Review survey results with School Site Council	Parent Usage reports Training sign in sheets Timeline of promotion and advertising prior to an event Sign-up sheets Agendas, training documents SSC agenda & minutes
Problem of Practice	**Root Causes**	**LCAP Goal Connection**	**Specific Actions**	**Actions/Strategies**	**Evaluation Measure/Data Source**
English Learner Students Absence rate of 34.8% Long Term English Learners absence rate of 46.7% Socioeconomically Disadvantaged Students absence rate of 32.9% Hispanic/Latin Students absence rate of 33.1% 92% ADA 33% of students participating in school events	Need for reliable transportation Reduce language barriers Need for events to be culturally relevant	Goal 5: ICMS will decrease the chronically absent rate of English Learners, Hispanic students, Socioeconomically disadvantaged students, and students with disabilities by providing and improving targeted services that increase student activity, engagement, culture, and attendance for these student groups.	Meet and develop an attendance plan with families of chronically absent students in a timely manner. Create a culturally inclusive and responsive learning environment. Address Tier 3 Chronically Absent students by providing transportation. Expand student	Incentivize positive attendance Create a student events committee Provide transportation Partner with Hop Skip Drive to provide car rides to and from school Use Ingenium Van to pick students up when necessary Plan more culturally sensitive and culturally relevant events and activities	Attendance Award list Notes & agendas Pick up and drop off logs call log and mileage log Calendar of events

			engagement opportunities by having more afterschool clubs and athletic teams. Recognize and celebrate student attendance growth.		

3. ENROLLMENT ROLLOUT PLAN

5 Year Charter Term Enrollment/Roll-Out Plan					
	25-26	**26-27**	**27-28**	**28-29**	**29-30**
6-8th Grade	**185**	**195**	**200**	**200**	**200**

Goals and Philosophy

4. INGENIUM SCHOOLS' NOBLE CAUSE, VISION, AND MISSION

At Ingenium Charter Middle School, our Noble Cause is to create communities where everyone experiences joy and meaning in learning. Our mission is to empower students to become lifelong learners, leaders, and collaborators by providing them with the tools and capacity to continually improve themselves and the world around them.

This vision aligns closely with our commitment to serving English Learners, students with disabilities, socioeconomically disadvantaged students, and Hispanic/Latino students, who make up the majority of our student population, by fostering equity, inclusion, and high expectations for all learners.

Through our Vision, we focus on:

- Academic Proficiency for All Students, supported by a multi-tiered system of academic and behavioral supports, data-driven instruction, and targeted professional development to meet the needs of all student groups.
- Joyful School Cultures, designed to promote student engagement, reduce chronic absenteeism, and support social-emotional growth, particularly important for historically underserved populations.
- Meaningful Family and Community Engagement, ensuring that families are informed, supported, and actively involved in their child's education, which is especially critical for English Learners and low-income families.

Our core values, mutual respect, relationships, consistency, trust, communication, and equity, serve as the foundation of our work and guide every aspect of our educational program to ensure all students thrive academically, socially, and emotionally.

Ingenium Schools' Noble Cause

ICMS is guided by our Noble Cause which reads, "Our Noble Cause is to create communities where everyone experiences joy and meaning in learning."

Ingenium Schools' Mission
The ICMS Mission is to prepare our students to be the best learners, leaders, and collaborators by empowering them with the capacity and tools to continually improve themselves and the world around them.

Ingenium Schools' Core Values
- **Mutual Respect**- The rights, wishes, feelings, contributions, cultures, and traditions of everyone in the Ingenium family and all of our partners are equally respected and valued.
- **Relationships**- Our best work and learning will only occur through the intentional development of positive relationships between each other, students and families, and our partners.
- **Consistency**- To increase predictability and trust and to ensure an equitable and accessible experience for everyone, we continuously strive for consistency in all we do, including our Ingenium Signature Practices.
- **Communication**- Clear, transparent, and timely communication are critical to ensure the essential functions of our schools run smoothly, ensure expectations are clear, and build trust between employees, students, and families.
- **Equity**- We value and affirm the humanity and brilliance of every person in our community. We are intentionally inclusive, anti-racist, and anti-biased and we work to develop critical consciousness about identity, racism, and power.
- **Trust**- We believe trust is the foundation of a strong and effective team. We build it through open communication, vulnerability, collaboration, and a shared commitment to growth through feedback, creating a culture where people feel safe, valued, and empowered to do their best work together.

5. CHARACTERISTICS OF AN "EDUCATED PERSON" IN THE 21ST CENTURY

At ICMS, we believe that an educated person in the 21st century is more than just academically proficient, they are curious, ethical, and empowered learner, prepared to thrive in a complex and rapidly changing world.

In alignment with our Noble Cause to create communities where everyone experiences joy and meaning in learning and our mission to develop strong learners, leaders, and collaborators, ICMS provides an inclusive environment where all students, especially English Learners, students with disabilities, low-income, and Hispanic/Latino students, are equipped with the tools and habits needed to succeed in college, career, and life.

Our instructional model and School Action Plan are built to ensure students master the following essential competencies of a 21st-century educated person:

1. Critical Thinking & Problem Solving

    - Students learn to analyze, evaluate, and solve real-world problems through goal setting (SMART Goals), PDSA cycles, and student data monitoring, encouraging adaptability and innovation.

2. Effective Communication

    - Through classroom discussions, advisory, and family conferences, students practice clear oral and written communication, active listening, and respectful dialogue—skills vital for academic success and civic engagement.

3. Digital & Information Literacy

    - Students engage in responsible and effective use of technology, including evaluating sources, using online platforms, and protecting digital privacy—skills modeled and reinforced across content areas using Google Classroom and digital portfolios.

4. Lifelong Learning & Self-Improvement

    - With support from capacity matrices and student reflection practices, students are taught to take ownership of their learning, pursue self-improvement, and embrace a growth mindset.

5. Collaboration & Teamwork

    - Students participate in collaborative learning environments, student council, and peer projects that teach them to work respectfully and effectively with others.

6. Cultural Competence & Global Awareness

    - Through inclusive curriculum and schoolwide values like mutual respect and equity, students learn to appreciate diverse cultures and perspectives, fostering empathy and global citizenship.

7. Ethical Reasoning & Responsibility

    - Students explore topics around ethics, fairness, and personal responsibility through advisory, classroom discussions, and behavior expectations outlined in the Dragon Code.

8. Self-Awareness & Social-Emotional Growth

    - Supported by our multi-tiered systems of behavioral and emotional support, students learn to understand their own strengths, challenges, emotions, and how to interact effectively with others.
    - At ICMS, we believe that every student regardless of background deserves the opportunity to become a confident, capable, and compassionate contributor to society. Through our student-centered culture, innovative practices, and intentional alignment of goals, we are preparing 21st-century learners who are ready to lead, learn, and thrive.

Goals to Enable Students to be Self-Motivated, Competent, and Lifelong Learners

Goal 1: All students, including our English learners, students with disabilities, low-income, Hispanic, and foster students, will demonstrate one year's academic growth annually in ELA and Mathematics across all grade levels through access to a broad and comprehensive course of study
Goal 2: To improve student learning outcomes, we will enhance student achievement by increasing the number and effectiveness of fully credentialed teachers and instructional leaders. This initiative aims to strengthen teaching capacity and optimize the master schedule, ensuring students master California Common Core State Standards in math, English Language Arts, and other subjects, with access to standards-aligned instructional materials.

Goal 3: The school climate will support improvement in student learning outcomes by fostering a supportive and inclusive school climate where every student feels safe, valued, and empowered to thrive academically and socially.
Goal 4: Family engagement will support improvement in student learning outcomes by improving student engagement and community/ family involvement through better collaboration, character education, and the application of core values in order to increase student academic achievement and to facilitate student identity development.
Goal 5: ICMS will decrease the absence rate of English Learners, Hispanic students, Socioeconomically disadvantaged students, and students with disabilities that are chronically absent by providing and improving targeted services that increase student activity, engagement, culture, and attendance for these student groups.

How Learning Best Occurs

At ICMS, we believe that learning best occurs in environments where students feel safe, valued, and inspired. Grounded in our Noble Cause to create communities where everyone experiences joy and meaning in learning, our school intentionally fosters a culture where students are seen, heard, and supported academically, socially, and emotionally.

Aligned with our mission to empower students to become lifelong learners, leaders, and collaborators, ICMS designs learning experiences that promote proficiency in core content, joyful school culture, and meaningful family engagement, the foundation of our Vision.

A Safe, Supportive Environment as the Foundation for Learning

ICMS recognizes that a student's ability to learn is directly influenced by their sense of safety and belonging. We understand that a mind in crisis cannot learn, and many of our students, including English Learners, students with disabilities, low-income, and foster youth face challenges that require trauma-sensitive and inclusive support systems.

To address this, we have created a trauma-informed school culture, rooted in Goal 3 of our School Plan: fostering a safe, supportive climate where students feel empowered to thrive.

Key elements include:

- **Trauma-Informed Practices**: All staff receive ongoing professional development in partnership with TREK (Trauma Resilient Educational Communities). This includes training on Adverse Childhood Experiences (ACEs), self-awareness of personal triggers, and effective strategies for de-escalation and student support.
- **Safe Spaces and Mental Health Support**: ICMS employs a full-time counselor, a school psychologist, and partners with external mental health providers to ensure students have access to emotional and behavioral supports.
- **Positive Behavior Systems**: Through the Dragon Code and Code of Cooperation, students and staff uphold schoolwide expectations that promote mutual respect, integrity, and safety.

Instructional Strategies That Drive Academic Growth

ICMS ensures that learning is meaningful, engaging, and rigorous for all students, especially those who have historically faced educational inequities. In support of Goal 1, we implement instructional practices that build student agency, confidence, and academic growth.

These include:

- **Differentiated and Individualized Instruction**: Students receive targeted supports and

interventions aligned with their academic levels. MTSS structures ensure students are challenged appropriately.

- **Learning Portfolios & Goal Setting**: Students track their own progress through SMART goals, PDSA cycles, and digital portfolios, empowering them to own their learning and celebrate growth.
- **Science of Reading**: We implement research-based literacy instruction that supports both foundational and advanced skills in phonics, phonemic awareness, fluency, vocabulary, and comprehension, helping all readers, including English Learners and struggling readers, achieve success.

High-Quality Teaching and Meaningful Content

- Aligned with Goal 2, ICMS is committed to building the instructional capacity of our teachers to ensure that every student has access to high-quality, standards-aligned learning.

Key practices include:

- Recruiting and Retaining Credentialed Educators: We prioritize hiring highly qualified teachers and provide them with coaching and support throughout the year.
- Professional Learning Communities (PLCs) and ongoing PD ensure teachers have the tools to deliver engaging, differentiated lessons rooted in the California Common Core State Standards.
- Instructional Innovation: Through strategies grounded in the research of Piaget, Vygotsky, Sweller, Dweck, and others, teachers focus on:
    - Active engagement
    - Real-world relevance and meaningful connections
    - Social interaction and collaboration
    - Consistent feedback and self-reflection

Community and Family Engagement to Reinforce Learning

Learning is most effective when schools and families work together. In alignment with Goal 4, ICMS fosters meaningful family engagement to reinforce academic and social-emotional growth beyond the classroom.

- **Family Conferences**: Students lead discussions about their academic goals and progress, building accountability and connection between school and home.
- **Parent Workshops & Communication Platforms**: Families are equipped with tools to support their children's learning, and are kept informed through regular, accessible communication.
- **Home-School Collaboration**: Family involvement reinforces student motivation and helps students see that their efforts matter both in school and at home.

At ICMS, learning best occurs when students are seen as whole people, academically capable, emotionally complex, and socially interconnected. Through a learning environment rooted in safety, inclusivity, trauma-informed care, academic rigor, and meaningful relationships, we ensure that all students, especially English Learners, students with disabilities, low-income, and foster youth experience success and develop into the confident, self-motivated learners our mission promises.

Every strategy, training, and goal at ICMS is designed with one purpose: to help students discover the joy and meaning in learning, and to equip them to improve themselves and the world around them.

6. ANNUAL GOALS AND ACTIONS

Description of the Charter School's annual goals, for all pupils (i.e., schoolwide) and for each student group of pupils identified pursuant to Ed. Code § 52052, for each of the eight (8) state priorities identified in Ed. Code § 52060(d)

LCFF STATE PRIORITIES

GOAL #1

All students, including our English learners, students with disabilities, low-income, Hispanic, and foster students, will demonstrate one year's academic growth annually in ELA and Mathematics across all grade levels through access to a broad and comprehensive course of study.	Related State Priorities: 1, 4, 7, 8 Local Priorities: ☐: ☐:

Specific Annual Actions to Achieve Goal

Improve implementation of ELD Standards

Increase ELA and Math proficiency

Increase Hispanic, English Learner, Foster Youth, and Homeless proficiency in Math and ELA

Improve school-level academic interventions and accelerations for all students

Improve school-level academic interventions and accelerations for Students with disabilities, English Learners,

Improve and monitor access to specialized programs for Students with disabilities and English Learners

Expected Annual Measurable Outcomes

Outcome #1: *Increase the percentage of students meeting or exceeding standards in Math including all subgroups.*

Metric/Method for Measuring: *CAASPP*

**Student group not numerically significant at this time*

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	*12.51% meet or exceed standards CA Dashboard 2024*	*20% meet or exceed*	*40% meet or exceed*	*50% meet or exceed*	*60% meet or exceed*	*70% meet or exceed*
English Learner Students	*0% meet or exceed standards CA*	*10% meet or exceed standards CA*	*20% meet or exceed standards CA*	*30% meet or exceed standards CA*	*40% meet or exceed standards CA*	*50% meet or exceed standards CA*

	Dashboard 2024	*Dashboard 2024*	*Dashboard 2024*	*Dashboard 2024*	*Dashboard 2024*	*Dashboard 2024*
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*12.74% meet or exceed standards CA Dashboard 2024*	*20% meet or exceed*	*40% meet or exceed*	*50% meet or exceed*	*60% meet or exceed*	*70% meet or exceed*
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*11.11% meet or exceed standards CA Dashboard 2024*	*20% meet or exceed*	*40% meet or exceed*	*50% meet or exceed*	*60% meet or exceed*	*70% meet or exceed*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #2: *Increase the percentage of students in grades meeting or exceeding standard in ELA including all subgroups.*
Metric/Method for Measuring: *CAASPP*
**Student group not numerically significant at this time*

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	*23.69% meet or exceed standards 2024 CA Dashboard*	*30% met or exceed*	*40% met or exceed*	*50% met or exceed*	*60% met or exceed*	*70% met or exceed*
English Learner Students	*0%*	*10% met or exceed*	*20% met or exceed*	*30% met or exceed*	*40% met or exceed*	*50% met or exceed*
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*24.16% met or exceeded 2024 CA Dashboard*	*30% met or exceed*	*40% met or exceed*	*50% met or exceed*	*60% met or exceed*	*70% met or exceed*
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*

Filipino Students	*	*	*	*	*	*
Latino Students	*22.30% Meet or exceed 2024 CA Dashboard*	*30% meet of exceed*	*40% meet of exceed*	*50% meet of exceed*	*60% meet of exceed*	*70% meet of exceed*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #3: *Increase the percentage of EL students making progress toward English proficiency*
Metric/Method for Measuring: *ELPAC*
**Student group not numerically significant at this time*

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	*	*	*	*	*	*
English Learner Students	*49.2% making progress CA Dashboard 2024*	*55% making progress*	*60% making progress*	*65% making progress*	*70% making progress*	*75% making progress*
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #4: *Increase the percentage of EL's making progress toward reading proficiency.*
Metric/Method for Measuring: *Reading NWEA Map Growth*

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as	Year 4 of Term (Not applicable if categorized as	Year 5 of Term (Not applicable if categorized as

				Low Performing)	Low Performing)	Low Performing)
All Students (Schoolwide)	*	*	*	*	*	*
English Learner Students	*0%*	*5% making progress*	*10% making progress*	*15% making progress*	*20% making progress*	*25% making progress*
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #5: *Increase the percentage of EL's making progress toward math proficiency.*
Metric/Method for Measuring: *MATH NWEA Map Growth*

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	*	*	*	*	*	*
English Learner Students	*6%*	*15% making progress*	*20% making progress*	*25% making progress*	*30% making progress*	*35% making progress*
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*

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

Outcome #6: *Increase the percentage of teachers who participate in professional development and who rate the training as having a positive impact on instructional practice.*
Metric/Method for Measuring: *Panorama Teacher Survey*

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	*64%*	*74%*	*84%*	*94%*	*100%*	*100%*
English Learner Students	*	*	*	*	*	*
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #7: *Increase the percentage of teachers showing positive growth in instruction and effectiveness.*
Metric/Method for Measuring: *TeachBoost- Formal and informal Observation and walkthrough data and Panorama Teacher Survey*

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)

All Students (Schoolwide)	*70%*	*75%*	*80%*	*85%*	*90%*	*95%*
English Learner Students	*	*	*	*	*	*
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

LCFF STATE PRIORITIES

GOAL #2

To improve student learning outcomes, we will enhance student achievement by increasing the number and effectiveness of fully-credentialed teachers and instructional leaders. This initiative aims to strengthen teaching capacity and optimize the master schedule, ensuring students master California Common Core State Standards in math, reading, and other enrichment subjects, with access to standards-aligned instructional materials.

Related State Priorities:
1, 2, 4

Local Priorities:

☐:

☐:

Specific Annual Actions to Achieve Goal

Create a bell schedule that optimizes instructional minutes

Ensure all materials and tools are research-based and standards aligned

Provide relevant professional development to teachers on academic materials used

Build time for collaboration into the schedule

Focus on proven instructional strategies

Provide regular and constructive feedback to teachers from observations

Set clear expectations for classroom management

Use data effectively to inform instruction

Expected Annual Measurable Outcomes

Outcome #1: *Percent of teachers who are appropriately credentialed (include breakdown of number of teachers with provisional permits, intern teachers, and fully credentialed teachers).*

Metric/Method for Measuring: *Teachers authorized by provisional permits, intern teachers, preliminary and fully credentialed teachers as reported by the CDE Teacher Assignment Monitoring.*

**Student group not numerically significant at this time*

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*
English Learner Students	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #2: *Increase the percentage of teachers with a clear credential.*

Metric/Method for Measuring: *Internal human resource data*

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	87.50%	90%	100%	100%	100%	100%

English Learner Students	*	*	*	*	*	*
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #3: *Increase the percentage of teachers retained.*
Metric/Method for Measuring: *Internal human resource data*

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	*80%*	*90%*	*100%*	*100%*	*100%*	*100%*
English Learner Students	*	*	*	*	*	*
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*

White Students	*	*	*	*	*	*

Outcome #4: *All students will have access to standards- aligned materials*
Metric/Method for Measuring: *Use of Curriculum, lesson planning, observations*
**Student group not numerically significant at this time*

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*
English Learner Students	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #5: *Increase the percent of English learners having access to ELD curriculum and instruction.*
Metric/Method for Measuring: *Board approved adopted curriculum and classroom walkthrough fidelity checklist.*

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	*	*	*	*	*	*
English Learner Students	100%	100%	100%	100%	100%	100%
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*

Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #6: *Increase the percentage of teachers who participate in professional development and who rate the training as having a positive impact on instructional practice.*
Metric/Method for Measuring: *Panorama Teacher Survey*

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	*64%*	*74%*	*84%*	*94%*	*100%*	*100%*
English Learner Students	*	*	*	*	*	*
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #7: *All students will have access to a broad course of study and be enrolled in courses described in California Education Code Sections 51210 and CA Ed Code Section 51220(a)-(i).*
Metric/Method for Measuring: *Master scheduling and course assignments for all grade levels as imputed in our SIS PowerSchool.*

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as low Performing)
All Students (Schoolwide)	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*
English Learner Students	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #8: *Lesson Plans are standards aligned.*
Metric/Method for Measuring: *Review of lesson plans by school site Instructional Leadership Team.*

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*
English Learner Students	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*
Foster Youth Students	*	*	*	*	*	*

Students with Disabilities	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

LCFF STATE PRIORITIES

GOAL #3

The school climate will support improvement in student learning outcomes by fostering a supportive and inclusive school climate where every student feels safe, valued and empowered to thrive academically.

Related State Priorities:
3, 5, 6

Local Priorities:
☐:
☐:

Specific Annual Actions to Achieve Goal

Implement a multitiered systems of support to decrease suspension rate and improve attendance

Decrease chronic absenteeism by implementing supports to reduce barriers to students and families

Increase perception on school safety by continuing to implement school wide expectations (Dragon Code)

Decrease suspension rate by utilizing restorative justice practices

Expected Annual Measurable Outcomes

Outcome #1: *Improve chronic absenteeism placement color on the California Dashboard.*
Metric/Method for Measuring: *CA Dashboard 5x5 placement.*
**Student group not numerically significant at this time*

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	*Yellow CA Dashboard 2024*	*Green*	*Blue*	*Blue*	*Blue*	*Blue*
English Learner Students	*Orange CA Dashboard 2024*	*Yellow*	*Green*	*Blue*	*Blue*	*Blue*
Long-Term English Learner Students	*Orange CA Dashboard 2024*	*Yellow*	*Green*	*Blue*	*Blue*	*Blue*
Socioeconomically Disadvantaged Students	*Yellow CA Dashboard 2024*	*Green*	*Blue*	*Blue*	*Blue*	*Blue*
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*Yellow CA Dashboard 2024*	*Green*	*Blue*	*Blue*	*Blue*	*Blue*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #2: *Improve suspension performance color on the California Dashboard.*
Metric/Method for Measuring: *CA Dashboard 5x5 placement.*

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	*Green CA Dashboard 2024*	*Blue*	*Blue*	*Blue*	*Blue*	*Blue*
English Learner Students	*Green CA Dashboard 2024*	*Blue*	*Blue*	*Blue*	*Blue*	*Blue*
Long-Term English Learner Students	*Orange CA Dashboard 2024*	*Yellow*	*Green*	*Blue*	*Blue*	*Blue*
Socioeconomically Disadvantaged Students	*Green CA Dashboard 2024*	*Blue*	*Blue*	*Blue*	*Blue*	*Blue*
Foster Youth Students	*	*	*	*	*	*

Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*Green CA Dashboard 2024*	*Blue*	*Blue*	*Blue*	*Blue*	*Blue*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #3: *Decrease the number of office discipline referrals.*
Metric/Method for Measuring: *SIS Powerschool Data.*
**Student group not numerically significant at this time*

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	*.51 ODRs Per day*	.41	.31	.21	.11	.01
English Learner Students	*	*	*	*	*	*
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #4: *Increase student and family perception of school safety.*
Metric/Method for Measuring: *Panorama Student Survey*

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	*64%- Students* *68%- Families*	*70% - Student* *75%- Families*	*75%- Students* *80%- Families*	*80%- Students* *85%- Families*	*90%- Students* *95%- Families*	*90%- Students* *95%- Families*
English Learner Students	*	*	*	*	*	*
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #5: *Decrease suspension and expulsion rate.*
Metric/Method for Measuring: *CA Dashboard and SIS Powerschool data.*

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	*2.2%- CA Dashboard 2024 Suspension Rate* *0% Expulsion Rate*	*1%- Suspension Rate* *0%- Expulsion Rate*	*.5%- Suspension Rate* *0%- Expulsion Rate*	*0- Suspension Rate* *0%- Expulsion Rate*	*0- Suspension Rate* *0%- Expulsion Rate*	*0- Suspension Rate* *0%- Expulsion Rate*

English Learner Students	*1.4%- CA Dashboard 2024 Suspension Rate* *0% Expulsion Rate*	*1%- Suspension Rate* *0%- Expulsion Rate*	*.5%- Suspension Rate* *0%- Expulsion Rate*	*0- Suspension Rate* *0\%- Expulsion Rate*	*0- Suspension Rate* *0%- Expulsion Rate*	*0- Suspension Rate* *0%- Expulsion Rate*
Long-Term English Learner Students	*3.3% CA Dashboard 2024 Suspension Rate* *0% Expulsion Rate*	*1%- Suspension Rate* *0%- Expulsion Rate*	*.5%- Suspension Rate* *0%- Expulsion Rate*	*0- Suspension Rate* *0%- Expulsion Rate*	*0- Suspension Rate* *0%- Expulsion Rate*	*0- Suspension Rate* *0%- Expulsion Rate*
Socioeconomically Disadvantaged Students	*2.2%- CA Dashboard 2024 Suspension Rate* *0% Expulsion Rate*	*1%- Suspension Rate* *0%- Expulsion Rate*	*.5%- Suspension Rate* *0%- Expulsion Rate*	*0- Suspension Rate* *0%- Expulsion Rate*	*0- Suspension Rate* *0%- Expulsion Rate*	*0- Suspension Rate* *0%- Expulsion Rate*
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*2.5%- CA Dashboard 2024 Suspension Rate* *0% Expulsion Rate*	*1%- Suspension Rate* *0%- Expulsion Rate*	*.5%- Suspension Rate* *0%- Expulsion Rate*	*0- Suspension Rate* *0%- Expulsion Rate*	*0- Suspension Rate* *0%- Expulsion Rate*	*0- Suspension Rate* *0%- Expulsion Rate*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #6: *Facilities are in Good Condition.*

Metric/Method for Measuring: *8/8 are in good condition as measured by FIT (Facilities Inspection Tool)*

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term

				(Not applicable if categorized as Low Performing)		(Not applicable if categorized as Low Performing)	(Not applicable if categorized as Low Performing)
All Students (Schoolwide)	*8/8*	*8/8*	*8/8*	*8/8*	*8/8*	*8/8*	*8/8*
English Learner Students	*	*	*	*		*	*
Long-Term English Learner Students	*	*	*	*		*	*
Socioeconomically Disadvantaged Students	*	*	*	*		*	*
Foster Youth Students	*	*	*	*		*	*
Students with Disabilities	*	*	*	*		*	*
African American Students	*	*	*	*		*	*
American Indian/Alaska Native Students	*	*	*	*		*	*
Asian Students	*	*	*	*		*	*
Filipino Students	*	*	*	*		*	*
Latino Students	*	*	*	*		*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*		*	*
Students of Two or More Races	*	*	*	*		*	*
White Students	*	*	*	*		*	*

LCFF STATE PRIORITIES

GOAL #4

Family engagement will support improvement in student learning outcomes by improving student engagement and community/ family involvement through better collaboration, character education, and the application of core values in order to increase student academic achievement and to facilitate student identity development.

Related State Priorities:
3, 5, 6

Local Priorities:
☐:
☐:

Specific Annual Actions to Achieve Goal

Implement social emotional learning curriculum- Second Step, to support student wellness and emotional well-being

Provide mental health support and resources

Train staff on cultural and linguistic teaching strategies by partnering with the Center for Culturally Responsive Teaching and Learning

Consistent communication with families in multiple languages

Expected Annual Measurable Outcomes

Outcome #1: *Increase the percentage of families that are satisfied with ICMS as a School Fit for their child.*

Metric/Method for Measuring: *Panorama Survey*

**Student group not numerically significant at this time*

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	83%	86%	89%	92%	95%	98%
English Learner Students	*	*	*	*	*	*
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #2: *Increase participation in the family survey, participation in school events, family workshops, Parent education programs and parent volunteer work.*

Metric/Method for Measuring: *Panorama Survey data and sign in sheets for school events*

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)

All Students (Schoolwide)	*13%- Family Survey Participation* *18%- Family engagement in school events* *.02% Family workshop participation* *24% Parent participation in education programs* *0%- Volunteers*	*18%- Family survey Participation* *25%- Family engagement in school events* *5% Family workshop participation* *30% Parent participation in education programs* *5%- Volunteers*	*25%- Family Survey Participation* *30%- Family engagement in school events* *10% Family workshop participation* *35% Parent participation in education programs* *10%- Volunteers*	*30%- Family Survey Participation* *35%- Family engagement in school events* *15% Family workshop participation* *40% Parent participation in education programs* *15%- Volunteers*	*35%- Family Survey Participation* *40%- Family engagement in school events* *20% Family workshop participation* *45% Parent participation in education programs* *20%- Volunteers*	*40%- Family Survey Participation* *45%- Family engagement in school events* *25% Family workshop participation* *50% Parent participation in education programs* *25%- Volunteers*
English Learner Students	*	*	*	*	*	*
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #3: *Increase participation in parent-teacher conferences.*
Metric/Method for Measuring: *Attendance sign in sheets.*

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	*54.24%*	*65%*	*75%*	*80%*	*85%*	*90%*

English Learner Students	*	*	*	*	*	*
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

LCFF STATE PRIORITIES

GOAL #5

ICMS will decrease the chronically absent rate of English Learners, Hispanic students, Socioeconomically disadvantaged students, and students with disabilities by providing and improving targeted services that increase student activity, engagement, culture, and attendance for these student groups.	Related State Priorities: 1, 3, 5 Local Priorities: ☐: ☐:

Specific Annual Actions to Achieve Goal

Meet and develop an attendance plan with families of chronically absent students in a timely manner.

Create a culturally inclusive and responsive learning environment.

Address Tier 3 Chronically Absent students by providing transportation.

Expand student engagement opportunities by having more after-school clubs and athletic teams.

Recognize and celebrate student attendance growth.

Expected Annual Measurable Outcomes

Outcome #1: *Outcome #1: Decrease the chronically absent rate of English Learners, Hispanic students, Socioeconomically disadvantaged students, and students with disabilities by providing and improving targeted services that increase student activity, engagement, culture, and attendance for these student groups.*

Metric/Method for Measuring: *CA Dashboard*

**Student group not numerically significant at this time*

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as ow Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	*33.50%*	*30%*	*25%*	*20%*	*15%*	*10%*
English Learner Students	*34.80%*	*30%*	*25%*	*20%*	*15%*	*10%*
Long-Term English Learner Students	*46.70%*	*40%*	*35%*	*30%*	*25%*	*20%*
Socioeconomically Disadvantaged Students	*32.90%*	*25%*	*15%*	*10%*	*5%*	*3%*
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*33.10%*	*25%*	*15%*	*10%*	*5%*	*3%*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #2: *Increase average daily attendance.*

Metric/Method for Measuring: *CALPADS and SIS PowerSchool data.*

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)

All Students (Schoolwide)	*92%*	*94%*	*96%*	*99%*	*99%*	*100%*
English Learner Students	*	*	*	*	*	*
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #3: *Increase student participation in school activities, clubs and extracurricular programs and academic support services.*
Metric/Method for Measuring: *ELOP/ASES attendance data.*

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	*33%*	*35%*	*40%*	*45%*	*50%*	*55%*
English Learner Students	*	*	*	*	*	*
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*

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

Instructional Design

ICMS has designed an instructional program that makes the acquisition of knowledge, skills, and concepts more engaging, effective, and lasting. To accomplish this, teachers need to have a comprehensive understanding of where students are at academically, relevant learning targets addressing grade-level standards, instructional strategies that check for student understanding, and a consistent method for assessing student learning.

The instructional design of the educational program centers around the Science of Reading. The Science of Reading is built on years of research and combines education, linguistics, neuroscience and both cognitive and developmental psychology. It recognizes that reading does not come naturally to students and that developing brains need to be wired to read. To do this, the Science of Reading focuses on the key components needed to become proficient readers. They are:

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

ICMS uses both explicit and systematic instruction to build upon skills and concepts already taught. Explicit instruction focuses on direct instruction that involves clear, concise language and a logical sequence of steps to enhance student learning. This type of instruction helps with cognitive overload and has been found to be helpful when working with English Language Learners, struggling readings, and students with learning differences. Explicit instruction includes:

- **Clear and Direct Language**: The learning objective is clearly written and explained to students.
- **Purposeful and Focused**: Lessons are centered on specific skills and concepts.
- **Structured Sequence**: Learning targets are used to break down the sequence of standards. Teachers present skills in logical order that build off of one another.
- **Teacher Modeling**: The teacher demonstrates the skill or process for students, thinking aloud to make their thinking visible.
- **Guided Practice**: Under the teacher's guidance, students practice the skill, and constructive feedback is given to assist the students.
- **Independent Practice**: Students practice the skill on their own to allow for the building of their own understanding and mastery.
- **Frequent Checks for Understanding**: Student learning is regularly assessed through frequent and informal checking for understanding through actions such as thumbs up thumbs down, rate your knowledge, stand up/sit down, think pair share, post it notes, and use equity sticks to hear from all students.
- **Cumulative Review**: skills and concepts taught are reviewed and revisited to help enforce proficiency
- **Release of learning**: Learning is scaffolded and gradually released from teacher to

student under the “I do, we do, you do.”

7. Innovative Components and Key Features of the Educational Program

ICMS is grounded in three innovative and interrelated features that empower students to take ownership of their learning and foster a collaborative, data-informed school culture:

1. Student-Centered Culture
2. Student Data Monitoring and Portfolio Use
3. Ingenium Signature Practices

Each feature contributes to academic improvement, engagement, and school-wide growth through intentional structures and continuous reflection.

1.) Student-Centered Culture

Aim and Effectiveness

ICMS cultivates a culture where students feel ownership of their environment and learning. This results in increased motivation, positive behavior, and improved academic engagement. Effectiveness is measured through climate data, including suspensions, expulsions, chronic absenteeism, office referrals, and student surveys.

Practice in Action

At the start of each year, students and teachers co-create a Code of Cooperation to establish class norms. Students continuously revisit and monitor these norms using tools like:

- Bar and run charts to track behavioral trends
- Force Field Analysis and Interrelationship Digraphs to identify drivers and barriers to a positive classroom culture
- 5 Whys to uncover root causes of issues
- Parking Lots to collect anonymous student feedback in real time

This student-led approach fosters shared responsibility, promotes reflection, and strengthens classroom relationships.

2.) Student Data Monitoring and Portfolio Use

Aim and Effectiveness
The goal is for students to track and analyze their own progress, identify areas for growth, and set goals for improvement. Success is measured by portfolio quality, student use of capacity matrices, and students' ability to discuss their data.

Practice in Action
Students monitor their learning using:

- Capacity Matrices, which unpack standards into student-friendly language and include four metacognitive levels (information, knowledge, know-how, wisdom). Students self-assess, track progress, and document evidence of learning.
- Portfolios, which house capacity matrices, work samples, goals, and reflection. Portfolios begin with self-discovery work and evolve to include evidence of learning and data shared during Student-Led Conferences.
- Data Graphing, used by students and classrooms to analyze trends, such as vocabulary growth or quiz scores. Each classroom also maintains a Data Wall for real-time, visible progress tracking and collaborative goal setting.

This ongoing data reflection supports student agency and drives continual growth.

3.) Ingenium Signature Practices

Aim
These six practices are designed to develop student ownership, collaborative culture, and continuous improvement across the school community.

Core Practices and Descriptions

- **PDSA (Plan-Do-Study-Act):** Students and teachers use this cycle to set learning and behavioral aims, implement plans, and assess results. It is central to all improvement efforts.
- **Quality Learning Tools**: Tools like affinity diagrams, flow charts, interrelationship digraphs, run charts, and 5 whys support collaboration, reflection, and problem-solving. These tools are used by students, staff, and families to monitor progress and support improvement.
- **Data Walls:** Located in classrooms and common areas, these walls display academic and behavioral data to support transparency and team-based analysis.
- **Learning Portfolios:** Students maintain digital portfolios that include capacity matrices, learning artifacts, self-assessments, and data trackers (e.g., NWEA MAP scores). These portfolios are central to student-led reflection and conference presentations.
- **Student-Led Conferences**: Students take the lead in sharing their academic progress with families, reinforcing accountability, confidence, and metacognition.
- **Huddles:** Used regularly by students, staff, and families to build community, resolve issues restoratively, and celebrate progress.

These practices begin from day one, with the creation of classroom vision statements, codes of cooperation, and standard operating procedures. Students engage deeply in classroom processes, co-lead learning, and participate in cycles of reflection and improvement.

School-Wide Implementation
All Signature Practices are embedded into ICMS culture. Students contribute to the Dragon Code, focused on Integrity, Commitment, Mutual Respect, and Safety, and are celebrated through

monthly Dragon Awards and Golden Dragon recognitions. These practices reinforce shared values and cultivate a sense of belonging and pride.

Outcomes

ICMS students exhibit strong engagement, persistence with complex tasks, and ownership of their learning journeys. By eighth grade, students are proficient in using quality tools to collaborate, solve problems, and improve systems. This foundation equips them not only for academic success but for lifelong learning and leadership.

8. CURRICULUM AND INSTRUCTION

ICMS, a clear mission drives our instructional design: to ensure that all students achieve proficiency in the California academic content standards while fostering student ownership, critical thinking, and a love for learning. Our instructional strategies, curriculum resources, and school structures are aligned to this goal and reflect our commitment to educational equity, personalized learning, and meaningful engagement.

Standards-Based Teaching and Learning

Instruction at ICMS is grounded in the California Standards, including the Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), and the California Frameworks for each subject area (together, the “State Standards”). These standards are embedded into every component of teaching and learning, beginning with the development of student-friendly capacity matrices. These matrices clearly articulate grade-level learning targets, helping students understand what they are learning and why.

Students monitor their progress toward mastery of the standards using these matrices, with guidance from their teachers. Individual student portfolios contain selected work samples, benchmark data, reflections, and personal goals. Both students and teachers regularly review these portfolios to assess progress and plan next steps. This process supports student agency, goal setting, and accountability, and ensures alignment to grade-level expectations.

Teachers meet regularly in Professional Learning Communities (PLCs) to analyze overall data trends, review student work, and determine instructional adjustments. These collaborative discussions guide intervention plans for students who are struggling, as well as recommendations for enrichment and acceleration for students who are ready to go beyond grade-level content.

Each summer, prior to the start of the school year, teachers review and refine the essential standards that will guide instruction for the coming year. Instructional pacing guides are aligned to these standards, and all assessments—formative, benchmark, and summative—are designed to measure student progress in mastering them. Student achievement is reported in relation to these standards, both as part of day-to-day classroom instruction and through trimester reporting periods. This ensures clarity for students, teachers, and families around what is being learned and how progress is being measured.

Instructional Strategies that Promote Student Success

All instructional strategies at ICMS are rooted in evidence-based best practices and are designed to meet the developmental needs of middle school students. Students learn best when instruction is engaging, relevant, differentiated, and student-centered.

Inquiry-based learning is a central strategy at ICMS. Students are encouraged to ask questions, investigate problems, and explore possible solutions. This model empowers students to direct their learning and develop curiosity, analytical reasoning, and perseverance. Content is presented

through rich tasks and collaborative experiences, such as group projects, presentations, and debates that foster communication and teamwork skills.

Differentiation is woven throughout instruction, both in how material is taught and in how students demonstrate their learning. Teachers design tiered assignments that target the same learning outcomes but vary in complexity or access point. Assignments are often “chunked” into smaller steps, which makes complex content more digestible for students who need additional processing time. Flexible grouping allows students to work with peers based on interest, learning style, or readiness level.

Scaffolded instruction is a key practice across all subject areas. Teachers use the “I do, we do, you do” model to gradually release responsibility to students. During the “I do” phase, teachers model skills or concepts explicitly so students can visualize what success looks like. The “we do” phase allows for guided practice with teacher support. Finally, in the “you do” phase, students apply their learning independently, with support nearby if needed. This structured progression builds confidence, competence, and autonomy.

ICMS also values diverse ways for students to show what they know. Teachers provide students with multiple options to demonstrate mastery of standards. These might include traditional written work, slide decks, videos, three-dimensional projects, oral presentations, or other creative products. This approach honors students’ varied strengths and encourages deeper learning.

Teachers strive to make learning relevant by connecting it to the real world. Students apply their knowledge to authentic scenarios: analyzing sale ads while working with percentages, calculating loan interest to explore personal finance, planning vacations to practice budgeting, or writing letters to school leaders to apply persuasive writing techniques. During Career Day, guest speakers share how academic skills connect to their professions, reinforcing the real-life value of classroom learning.

Technology is fully integrated across the curriculum. With a 1:1 device model, students use digital tools to conduct research, complete assignments, collaborate with peers, and access additional resources. Teachers also use digital platforms to provide real-time feedback, differentiate instruction, and track student progress.

Teachers at ICMS frequently check for understanding throughout instruction—not just at the end of a lesson. They use a variety of methods to gauge comprehension and adjust instruction accordingly. Strategies include oral questioning at different levels of Bloom’s taxonomy, observing student group work for signs of confusion, and using informal assessments like thumbs up/down, mini whiteboards, exit tickets, quick polls, or short summaries. Tools like Think-Pair-Share allow students to process and articulate their thinking before sharing publicly, while quick written responses or verbal prompts help teachers identify misconceptions early and re-teach when necessary.

Consistent and specific feedback is another cornerstone of our instructional approach. Teachers provide regular feedback on student work that focuses on learning targets rather than generic praise or criticism. This feedback helps students revise their work, build metacognitive awareness, and grow in their understanding. Feedback is delivered through conversations, annotations on student work, and through digital platforms like Writable or Google Classroom.

Advisory class plays a crucial role in supporting the social-emotional well-being of students and creating a safe, inclusive learning environment. Each day begins with a Morning Huddle, during which students participate in activities like games, oral prompts, or artifact sharing. These

moments foster connection, belonging, and trust—essential conditions for academic risk-taking and growth.

Core Curriculum Resources

ICMS selects curriculum materials that are research-based, standards-aligned, and designed to promote high engagement and deep learning. Instructional resources are consistent across grade levels and evolve in structure to support students' growing independence.

In mathematics, ICMS uses *Eureka Math²* for grades 6–8. This comprehensive program promotes deep mathematical understanding through coherent, rigorous instruction. It balances conceptual understanding with procedural fluency and emphasizes critical thinking, problem-solving, and consistent mathematical language across grade levels. Students use both physical workbooks and digital platforms.

In ELA, students engage with *Into Literature* and *Writable*. Into Literature offers a strong balance of reading, writing, speaking, and listening through diverse, culturally relevant texts and standards-aligned lessons. Writable complements this by providing interactive writing tools and personalized feedback to build writing fluency and clarity.

For English Language Development (ELD), ICMS uses *English 3D* and *Language Launch* to support long-term English Learners. These programs focus on academic vocabulary, structured oral discourse, and foundational grammar to build language proficiency and academic confidence. Both programs include teacher and student materials in print and digital formats.

ICMS follows the NGSS-aligned Integrated Science model, where earth, life, and physical science content is taught across all grade levels rather than in isolation. The selected curriculum, *Stile*, supports hands-on investigations, phenomena-based learning, and real-world applications. This interdisciplinary approach reflects how scientific knowledge is applied in the real world and helps students develop a comprehensive understanding of science and engineering practices.

In History/Social Studies, ICMS uses *TCI History Alive – California Edition*, which provides engaging, inquiry-based lessons designed to connect past events with current issues. Students explore key historical concepts through simulations, primary sources, and academic discourse that deepen comprehension and critical thinking.

Social-emotional learning (SEL) is supported through the *Second Step* curriculum. This program helps students build key SEL competencies self-awareness, relationship skills, responsible decision-making—and is woven into the fabric of school life through dedicated instructional time, Advisory classes, and embedded practices across subject areas.

Instructional Structure by Grade Level

In 6th grade, students are grouped into a "cored" model, rotating between two to three teachers who specialize in ELA/History, Math/Science, and ELD. This structure supports the transition from elementary to middle school by maintaining strong teacher-student relationships and providing stability, while still offering departmental expertise. Students use the same curriculum as upper grades.

In 7th and 8th grades, students follow a traditional secondary model with different subject-specific teachers for each core subject. This structure supports deeper content specialization and prepares students for high school academic expectations.

Supplemental Curriculum Resources

To complement core instruction and support personalized learning, ICMS integrates a range of supplemental resources. These tools are purposefully selected to extend learning, support differentiation, and provide targeted intervention or enrichment.

In mathematics and English Language Arts, students use IXL, an adaptive online platform that offers skill-based practice aligned to grade-level standards. In math, IXL supports Eureka Math² by reinforcing core concepts, providing instant feedback, and tracking student progress. In ELA, IXL helps students develop reading comprehension, grammar, and writing skills through personalized learning paths that adjust based on student performance.

In history, students receive monthly issues of *Junior Scholastic Magazine*. These engaging publications include age-appropriate articles on current events, civic education, and global issues. They support reading across the curriculum and help students connect historical concepts to the world around them. Teachers use the accompanying digital resources and lesson plans to reinforce comprehension and encourage discussion.

For English Language Development, ICMS uses *Summit K12*, an online platform designed to build academic vocabulary, oral fluency, and listening comprehension. It supports the structured lessons in English 3D and Language Launch by providing additional practice and progress monitoring tools that help accelerate English language acquisition.

In science, students read *Science World*, a magazine that brings real-world science to life through compelling visuals, high-interest articles, and hands-on activities. This supplemental resource helps students build scientific literacy and understand how science connects to innovation, discovery, and current events.

These supplemental tools are thoughtfully integrated into instruction to ensure all students—regardless of starting point—have access to high-quality learning experiences, real-time feedback, and opportunities to stretch their thinking and build confidence.

Core Curricular Resources 6-8		
Subject	***Grade***	***Resource Name and Items Available***
Math	**6-8**	**Eureka Math Squared** - Student workbooks - Teacher editions - Online licenses and components for students and teachers
ELA	**6-8**	**Into Literature + Writable** - Physical materials and online licenses for teachers - Physical materials and online licenses for students
ELD	**6-8**	**English 3D + Language Launch** - Student workbook and online material - Teacher online material and teacher edition
Science	**6-8**	**Stile** - Online teacher license - Online student licenses

		- Student workbooks per unit
History	**6-8**	**TCI History Alive- CA version** - Teacher online licenses - Student online licenses - Student textbooks (classroom set) - Student workbooks
SEL	**6-8**	**Second Step** - Teacher online licenses - Classroom kits (elementary only)

9. CURRICULUM

The resources listed below are categorized into either "core" or "supplemental" resources.

- Core resources are those that provide a viable curriculum for a specific content area and ensure vertical alignment in a school/organization. These resources are the basis for universal Tier 1 access.
- Supplemental resources are additional materials that support current core content and do not replace the core curriculum. These resources may support different methods of learning, various tiers, or other needs in the classroom/school site.

Supplemental Curricular Resources K-8		
Subject	***Grade***	***Resource Name and Items Available***
Math	**6-8**	**IXL** - District/school licenses for all students and teachers
ELA	**6-8**	**IXL** - Teacher online licenses - Student logins to access reading material from home or school
History	**6-8**	**Junior Scholastic Magazine** - Individual copies for each student - Teacher online licenses
ELD	**6-8**	**Summit K12** - Teacher online licenses - Student licenses
Science	**6-8**	**Junior Scholastic Magazine- Science World** - Physical copy for each student

Additionally, all core curriculum, as well as supplemental resources, are available online. To prepare students for 21st century skills, digital licenses have been purchased, allowing students to become accustomed to using online resources, tools, and support. All benchmark testing, as well as CAASPP, is administered online.

Students use the Google Suite applications for all class projects. This assists in development of their academic skills while providing them with necessary work skills.

English Language Arts

6th Grade ELA- This course is organized around themes such as identity, family, and empathy, which helps students make personal connections to the content. Students read a wide range of literary genres (e.g., poetry, short stories) and informational texts to build a broad understanding of different types of writing. The curriculum focuses on developing different writing styles, including argumentative, informational, and narrative writing. Students also work to expand their academic vocabulary, understanding figurative language, and recognizing the subtle differences between similar words.

7th Grade ELA- Students will read and analyze a wide variety of increasingly complex literary and informational texts. The focus is on analyzing how an author develops their central idea and how different literary elements (like plot, characters, and setting) interact to create meaning. Students will also be expected to evaluate the arguments and claims presented in informational texts. Writing centered around three main types of writing: argumentative, informational, and narrative. Students work on their ability to write a claim and support it with logical reasoning and relevant evidence from texts. Students are expected to engage in collaborative discussions, present their findings, and adapt their speech to different contexts. The language component includes a focus on understanding the nuances of word meanings, using figurative language, and applying proper grammar and conventions when writing and speaking.

8th Grade ELA- Students will read and analyze a wide variety of both literary and informational texts with a heightened focus on textual evidence. They will analyze how an author's choice of words and rhetorical strategies impacts the meaning and tone of the text. Students learn to evaluate the validity and bias of arguments in informational texts by assessing the quality of the evidence provided. They will practice argumentative, informational, and narrative writing. Students will need to support their claims with multiple pieces of evidence and anticipate and address counterclaims. They also learn to conduct and synthesize information from multiple sources to produce well-structured and coherent informational and argumentative essays.
Students will participate in collaborative discussions, present information, and debate ideas, all while drawing on evidence from texts.

Mathematics

6th Grade Math- Students learn to solve real-world problems using proportional relationships, including unit rates with fractions and ratios involving different units. The number system domain extends students' understanding of fractions to include all rational numbers—both positive and negative fractions and decimals—and how to perform multiplication and division with them. Students learn to use properties of operations to solve multi-step, real-world problems using both numerical and algebraic expressions and equations. Geometry covers understanding geometric figures and their relationships, including how 2D shapes are formed from slicing 3D figures. Students also solve problems involving area, surface area, and volume. Students are introduced to using statistics to make inferences about populations from samples and learn the basics of probability, including how to find the probabilities of compound events.

7th Grade Math- Students learn to solve real-world problems involving ratios and proportions, including working with fractions and different units. The curriculum extends students' knowledge of fractions to include all rational numbers (positive and negative fractions and decimals) and how to perform operations with them. Students learn to use properties of operations to solve multi-step problems with both numerical and algebraic expressions and equations. Geometry covers the properties of geometrical figures, including their relationships with one another, and solving

for area, surface area, and volume. Students develop skills in using statistics to draw conclusions about populations and understand basic concepts of probability, including compound events.

Pre- Algebra- Students will work with integers, fractions, decimals, mixed numbers, exponents, radicals, and the order of operations. They are Introduced to variables, expressions, and solving one- and two-step linear equations and inequalities. Students will understand and apply ratios, percentages, unit rates, and proportional relationships to solve real-world problems. The geometry concepts include area, perimeter, volume, lines, angles, and the coordinate system. Students will understand and apply fundamental concepts from number theory, such as divisibility rules and the fundamental theorem of arithmetic.

History/Social Science

6th Grade History/Social Science- The ideas and concepts covered in 6th grade History include Early Human History, including the development of early man, including the Stone Age and the Agricultural Revolution. For the unit on Mesopotamia, students learn about the first civilizations in Mesopotamia, including the development of cuneiform writing, city-states, and Hammurabi's Code. In ancient Egyptian history, topics include the Nile River's influence, the pharaohs, the pyramids, and the development of hieroglyphics. Students study the history of ancient Israel, focusing on the origins of Judaism and the development of monotheism. Ancient Indian civilizations topics include the geography of the subcontinent, the development of Hinduism and Buddhism, and the Maurya and Gupta empires. Ancient China covers the geography of China, the major dynasties, the development of Confucianism and Taoism, and the construction of the Great Wall. A significant portion of the year is dedicated to ancient Greece, covering the city-states of Athens and Sparta, the development of democracy, Greek philosophy, mythology, and the Persian and Peloponnesian Wars. Students learn about the rise and fall of the Roman Empire, including the Roman Republic and Empire, Julius Caesar, the development of law, and the spread of Christianity.

7th Grade World History- This course focuses on a comprehensive study of world history and geography from the fall of the Roman Empire to the dawn of the Enlightenment. Students learn about the origins of Islam, the spread of the religion, and the cultural and scientific achievements of the Islamic world during the Middle Ages. Also covered is the rise and fall of major African kingdoms, such as Ghana, Mali, and Songhai, and their influence on trans-Saharan trade and culture. Students explore China's history during the medieval period, including the Tang and Song dynasties, the Mongol conquests, and the Ming Dynasty. The unit on Japan covers the development of Japanese feudalism, the role of the samurai, and the influence of Chinese culture in Japan. Students learn about the major civilizations of the Americas before European contact, including the Maya, Aztec, and Inca empires. A significant portion of the year is dedicated to medieval Europe, including the feudal system, the role of the Catholic Church, the Crusades, and the development of nation-states. The curriculum concludes with a study of the Renaissance, which marked a revival of art and learning in Europe, and the Reformation, which led to the division of Christianity.

8th Grade U.S. History- This course focuses on a comprehensive study of United States History and Geography, from the earliest colonial settlements to the end of the 19th century. Key areas of study include: The Founding of the Nation, the colonial period, the causes and key events of the American Revolution, and the creation of the Constitution and the Bill of Rights. The challenges of the new nation, including the presidencies of George Washington and Thomas Jefferson, and the concept of westward expansion are covered. Students study the rise of popular democracy under Andrew Jackson and examine significant social reforms of the era, such as the abolitionist and women's rights movements. Manifest Destiny and Westward Expansion covers the reasons for and effects of American expansion across the continent, including the Mexican American War and the Gold Rush. A major focus of the year is on the causes of the Civil War,

the key battles and figures of the conflict, and the political and social changes of the Reconstruction era that followed. The course concludes by examining the rise of American industry, the impact of new technologies, and the wave of immigration that transformed the nation in the late 19th century.

Science

Integrated Science (grades 6, 7, & 8)- The integrated science curriculum for middle school in California is designed to provide students with a foundational understanding of key scientific concepts across multiple disciplines. Instead of teaching subjects like biology, chemistry, and physics separately, integrated science blends them together to show how they are all interconnected. Here are the key areas typically covered in middle school integrated science:
Life Science-Students explore topics in biology, such as the structure and function of cells, genetics, evolution, and ecosystems. They learn how living organisms interact with each other and their environment. Physical Science- this area introduces fundamental concepts in chemistry and physics. Students investigate topics like matter and its properties, motion and forces, energy, and waves. The goal is to understand the physical world around them through experimentation. Earth and Space Science- The topic includes topics related to Earth and space. Students learn about the Earth's systems (e.g., atmosphere, hydrosphere), plate tectonics, geological processes, and the solar system. Integrated science emphasizes scientific inquiry, engineering design, and critical thinking. Students are encouraged to ask questions, design experiments, analyze data, and communicate their findings. The goal is to prepare them for more specialized high school science courses by providing a cohesive and holistic view of the scientific world.

Physical Education

Physical Education (6, 7, & 8th grade)- Students participate in activities designed to improve their overall fitness, including cardiovascular endurance, muscular strength, and flexibility. Students are introduced to a wide variety of individual and team sports, such as basketball, soccer, volleyball, and track and field. The emphasis is not just on learning the rules and skills of the game, but also on teamwork, communication, and sportsmanship. Beyond sports, the curriculum teaches students about the benefits of a physically active lifestyle. Topics may include nutrition, hydration, injury prevention, and how to find physical activities they can enjoy throughout their lives.

Electives

6th Grade STEAM- 6th-grade STEAM (Science, Technology, Engineering, Arts, and Mathematics) classes are designed to integrate these five disciplines to provide students with a holistic and hands-on learning experience. The focus is on project-based learning and problem-solving.

7th & 8th Grade STEAM- Robotics- Students will spend a semester exploring many facets of Robotics. They will build, code, and operate their own robots and answer questions such as: How important are robots to our everyday lives? How can we create and harness this technology as opposed to being just consumers of what robots produce? Real world connections are built through connections to real-world robotics by responding to and avoiding objects and following line marks combining skills to complete a competition challenge.

7th & 8th Grade STEAM- AI- Through the platform of a virtual island, students can meet and interact with AI versions of celebrities, fictional characters, and historical figures. Over the course of a semester, students learn the basics of Artificial Intelligence, Machine Learning, and Chatbots which will allow them to train and program their own virtual characters using Scratch and Machine Learning for Kids. Students have the opportunity to explore text, voice, and image recognition as they craft realistic AI chatbots.

Advisory

Advisory (6th, 7th, & 8th grade)- Advisory period is a daily class that focuses on topics beyond academics. Advisory is the time to build strong relationships, foster a sense of belonging, and support students' social-emotional development. Students work on building Social-Emotional Learning (SEL) skills through activities and lessons on topics like empathy, conflict resolution, goal-setting, and responsible decision-making. This time is also used to focus on team and community building through activities and discussions that help students get to know their peers and build a positive group dynamic.

English Language Development

ELD (6th, 7th, & 8th grade)- This dedicated ELD class meets daily and provides targeted instruction in the four main areas of language: listening, speaking, reading, and writing. Starting with building auditory and oral skills and then progressing to reading and writing, the purpose of this class is to help students move from a basic understanding of English to a more comprehensive grasp of both formal and informal language. A key function of ELD is to help students access grade-level academic content. The state-adopted ELD standards are followed to explicitly teach the language and vocabulary that students will need to understand and participate in subjects like science, history, and math.

Intervention and Enrichment Programs

ICMS serves a diverse student population, many of whom enter significantly below grade level in core academic areas. To close achievement gaps and support academic growth for all learners, ICMS implements a comprehensive intervention and enrichment system grounded in early identification, targeted supports, and whole-child development.

Multi-Tiered System of Supports (MTSS)

Student Identification and Assessment Students are identified for academic or behavioral interventions through a combination of formative and summative assessments, report card data, benchmark testing, teacher referrals, standardized test scores (CAASPP and ELPAC), attendance records, and social-emotional indicators. Once identified, students are placed in support tiers according to need and monitored for progress through regular review cycles.

Tier 1 – Universal Interventions (Whole Class) All students benefit from rigorous, differentiated instruction aligned to California State Standards, including CCSS and NGSS. Classroom environments are structured for success, with clear routines, consistent expectations, and a focus on positive behavior supports. Students track their progress using digital portfolios, which include capacity matrices, benchmark scores, and self-selected evidence of learning. Teachers conduct regular checks for understanding and adjust instruction accordingly. Family communication is ongoing, including updates on student progress and expectations.

Tier 2 – Targeted Interventions (Small Group) Students needing additional academic or behavioral support receive targeted interventions in small groups during or after school. These interventions are focused on specific skill deficits in literacy, math, or other content areas, and are delivered through evidence-based programs. Teachers and intervention staff conduct weekly progress monitoring for both academics and behavior. Instructional strategies are aligned with student learning styles and data-informed goals.

Tier 3 – Intensive Interventions (Individualized) Students with more significant needs receive individualized supports and learning plans, often including one-on-one instruction. These supports may involve behavioral interventions, social-emotional counseling, and wraparound services coordinated with families and Student Success Teams. Progress is reviewed weekly, with adjustments made in collaboration with families, specialists, and educators.

English Learner Support
To ensure ELs make steady progress toward reclassification, ICMS offers designated English Language Development (ELD) classes tailored to student proficiency levels:

- Students scoring Level 1 or 2 on the ELPAC are enrolled in foundational ELD classes focusing on academic vocabulary, oral language, and community-based language use.
- Students scoring Level 3 receive advanced ELD instruction with a focus on comprehension, reading, and academic language skills.

Integrated ELD strategies are also embedded across the curriculum. EL progress is closely monitored and documented through digital portfolios, assessment data, and ELPAC growth metrics.

Family and Community Engagement
Family engagement is central to student success at ICMS. The Charter School hosts workshops on topics such as:

- The importance of consistent attendance
- Understanding your child's IEP or 504 Plan
- Strategies for supporting homework at home
- Accessing special education or ELD services

Communication is consistent and multi-modal—through apps, emails, newsletters, and direct teacher contact. ICMS views families as critical partners in the intervention and enrichment process.

Measuring Effectiveness
To evaluate the success of interventions, ICMS monitors:

- Improved grades and benchmark scores
- Increased student attendance
- Decreased behavior referrals
- Student and parent satisfaction
- Progress toward proficiency on standards and ELPAC

Enrichment Programs
Beyond remediation, ICMS is committed to providing students with meaningful enrichment experiences that foster curiosity, leadership, creativity, and connection. Enrichment offerings include:

- STEAM and Robotics, where students engage in hands-on engineering, design, and coding projects.
- Cooking, which introduces students to nutrition, food preparation, and cultural cuisine.
- Photography, where students develop visual storytelling and media literacy skills.
- Leadership, a student-led program promoting civic engagement, communication, and service learning.
- Girl Scouts, which fosters confidence, character, and community involvement for girls.
- Athletics, including co-ed volleyball, co-ed soccer, flag football, and basketball. These programs build physical fitness, teamwork, and school spirit while offering students opportunities to compete and grow in a supportive environment.

All enrichment programs are designed to align with ICMS's vision for whole-child development and joyful school culture.

Student use of Technology
ICMS believes that by providing every student with a dedicated Chromebook for daily use, it will enhance learning and foster digital literacy, personalize learning experiences, and provide

equitable access to digital resources.
The purpose of the students' use of technology is to:

- **Enhance Digital Literacy:** Equip students with essential 21st-century technology skills.
- **Promote Personalized Learning:** Enable teachers to leverage digital tools for differentiated instruction and individualized learning paths.
- **Increase Access to Digital Resources:** Provide equitable access to online learning platforms, digital textbooks, and educational applications.
- **Improve Organization and Workflow:** Streamline the distribution and collection of digital assignments and resources.
- **Foster Responsible Technology Use:** Educate students on digital citizenship, online safety, and the proper care of their Chromebooks.
- **Maintain Device Security and Accountability:** Implement a daily check-out/in system to minimize loss, damage, and unauthorized use.

Independent Study

ICMS does offer Independent Study as an optional short-term educational alternative, compliant with Education Code §§ 51745–51749.6 and outlined in the Ingenium Schools Independent Study Board Policy.

Independent Study is made available for students who are unable to attend school in person for a period of up to 14 cumulative school days. It is a voluntary option, and no student is required to participate. Instruction is aligned to the core curriculum and delivered through virtual platforms such as Google Classroom, with access to all necessary materials and technology provided. For students in grades 6–8, daily live interaction is provided along with weekly synchronous instruction led by a certificated teacher.

Student progress in Independent Study is monitored through:

- Assignment completion
- Academic assessments
- Teacher evaluations
- Student engagement data

Tiered reengagement strategies are used to ensure students remain connected to their learning, and all students have a clear transition plan to return to in-person instruction as expeditiously as possible and within five instructional days if desired.

A written agreement outlining the duration, expectations, supports, and learning objectives is required for each Independent Study student and must be signed by the student, parent/guardian, supervising teacher, and any applicable special education staff.

10. COURSE TABLE

Subject Area	6th Grade		7th Grade		8th Grade	
	1st Semester	2nd Semester	1st Semester	2nd Semester	1st Semester	2nd Semester
English Language Arts	6th Grade ELA A	6th Grade ELA B	7th Grade ELA A	7th Grade ELA B	8th Grade ELA A	8th Grade ELA B
Mathematics	6th Grade	6th Grade	7th Grade	7th Grade	Pre-Algebra	Pre-Algebra

	Math A	Math B	Math A	Math B	A	B
History/Social Studies	World History & Geography A	World History & Geography B	World History A	World History B	U.S. History A	U.S. History B
Science	Integrated Science	Integrated Science	Integrated Science	Integrated Science	Integrated Science	Integrated Science
Physical Education	6th Grade P.E. A	6th Grade P.E. B	7th Grade P.E. A	7th Grade P.E. B	8th Grade P.E. A	8th Grade P.E. B
STEAM	Intro to STEAM A	Intro to STEAM B	STEAM-Robotics	STEAM- AI	STEAM- AI	STEAM-Robotics
Advisory (for EO)	SEL A	SEL B	SEL A	SEL B	SEL A	SEL B
Dedicated ELD (for all ELD levels)	English Language Development /SEL	English Language Developme nt/SEL	English Language Developme nt/SEL	English Language Developm ent/SEL	English Language Development /SEL	English Language Development/ SEL

11-15. HIGH SCHOOLS

Not Applicable

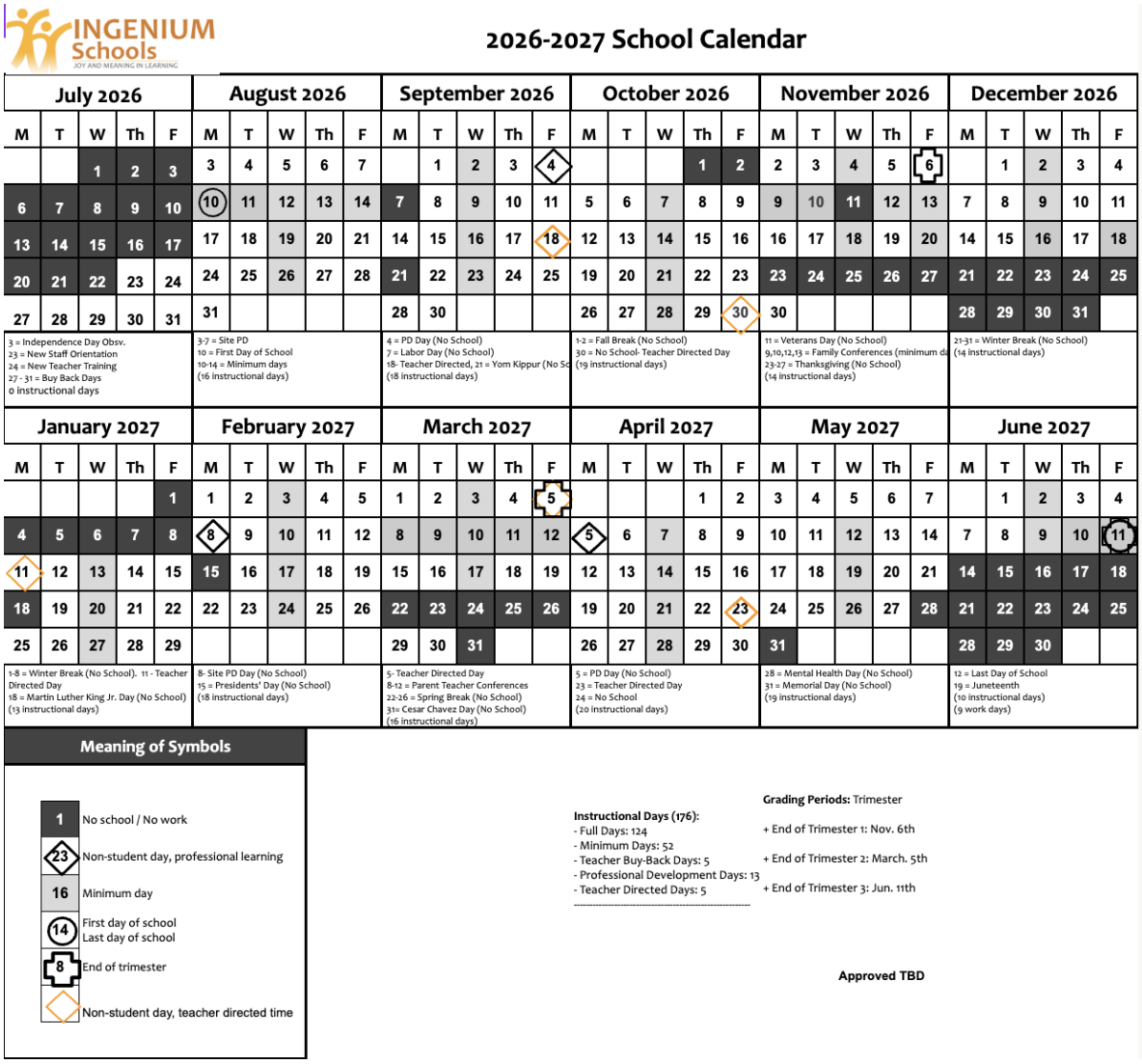
Transitional Kindergarten

16. TRANSITIONAL KINDERGARTEN PROGRAM

Not Applicable

Academic Calendar and Schedules

17. Academic Calendar



18. Sample Daily Schedules

Every day, every student attends either an Advisory or Designated ELD period at the start of the school day. After Advisory/ELD, there are six 54-minute periods. On a daily basis, every student attends ELA, Math, Science, PE, Social Studies, and an elective such as STEAM or Art. Additionally, every student receives additional support in reading or math two times a week. Each teacher has one prep period a day. While integrated ELD is incorporated into ELA, strategies such as increasing academic vocabulary are integrated into all subject matter.

6th Grade Schedule

6th Grade Schedule 2026-2027				
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Breakfast 7:45-8:15	Breakfast 7:45-8:15	Breakfast 7:45- 8:15	Breakfast 7:45- 8:15	Breakfast 7:45- 8:15
Advisory/ELD 8:15-8:55	Advisory/ELD 8:15-8:55	Advisory 8:15-8:48	Advisory/ELD 8:15-8:55	Advisory/ELD 8:15-8:55
Period 1 8:57-9:51 ELA	Period 1 8:57-9:51 ELA	Period 1 8:50-9:20 ELA	Period 1 8:57-9:51 ELA	Period 1 8:57-9:51 ELA
Break 9:51-10:01	Break 9:51-10:01	Period 2 9:22-9:52 Math	Break 9:51-10:01	Break 9:51-10:01
Period 2 10:03-10:57 Math	Period 2 10:03-10:57 Math	Period 3 9:54- 10:24 Science	Period 2 10:03-10:57 Math	Period 2 10:03-10:57 Math
Period 3 10:59- 11:53 Science	Period 3 10:59- 11:53 Science	Period 4 10:26- 10:56 History	Period 3 10:59- 11:53 Science	Period 3 10:59- 11:53 Science
Lunch 11:53-12:28	Lunch 11:53-12:28	Period 5 10:58- 11:28 STEAM	Lunch 11:53-12:28	Lunch 11:53-12:28
Period 4 12:30-1:24 History	Period 4 12:30-1:24 History	Period 6 11:30- 12:00 PE	Period 4 12:30-1:24 History	Period 4 12:30-1:24 History
Period 5 1:26-2:20 STEAM	Period 5 1:26-2:20 STEAM	Brunch 12:00-12:30	Period 5 1:26-2:20 STEAM	Period 5 1:26-2:20 Math
Period 6 2:22-3:16 PE	Period 6 2:22-3:16 PE		Period 6 2:22-3:16 PE	Period 6 2:22-3:16 PE

7th Grade Schedule

7th Grade Schedule 2026-2027				
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Breakfast 7:45-8:15	Breakfast 7:45-8:15	Breakfast 7:45-8:15	Breakfast 7:45-8:15	Breakfast 7:45-8:15
Advisory/ELD 8:15-8:55	Advisory/ELD 8:15-8:55	Advisory/ELD 8:15-8:48	Advisory/ELD 8:15-8:55	Advisory/ELD 8:15-8:55
Period 1 8:57-9:51 ELA	Period 1 8:57-9:51 ELA	Period 1 8:50-9:20 ELA	Period 1 8:57-9:51 ELA	Period 1 8:57-9:51 ELA
Period 2 9:53-10:47 Art	Period 2 9:53-10:47 Art	Period 2 9:22-9:52 Art	Period 2 9:53-10:47 Art	Period 2 9:53-10:47 Art
Break 10:47- 10:57	Break 10:47- 10:57	Brunch 9:52-10:22	Break 10:47- 10:57	Break 10:47- 10:57
Period 3 10:59-11:53 PE	Period 3 10:59-11:53 PE	Period 3 10:24-10:54 PE	Period 3 10:59-11:53 PE	Period 3 10:59-11:53 PE
Period 4 11:55-12:49 Science	Period 4 11:55-12:49 Science	Period 4 10:56-11:26 Science	Period 4 11:55-12:49 Science	Period 4 11:55-12:49 Science
Lunch 12:49- 1:24	Lunch 12:49- 1:24	Period 5 11:28-11:58 History	Lunch 12:49- 1:24	Lunch 12:49- 1:24
Period 5 1:26-2:20 History	Period 5 1:26-2:20 History	Period 6 12:00-12:30 Art	Period 5 1:26-2:20 History	Period 5 1:26-2:20 History
Period 6 2:22-3:16 Math	Period 6 2:22-3:16 Math		Period 6 2:22-3:16 Math	Period 6 2:22-3:16 Math

8th Grade Schedule

8th Grade Schedule 2026-2027				
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Breakfast 7:45-8:15	Breakfast 7:45-8:15	Breakfast 7:45-8:15	Breakfast 7:45-8:15	Breakfast 7:45-8:15
Advisory/ELD 8:15-8:55	Advisory/ELD 8:15-8:55	Advisory/ELD 8:15-8:48	Advisory/ELD 8:15-8:55	Advisory/ELD 8:15-8:55
Period 1 8:57-9:51 Science	Period 1 8:57-9:51 Science	Period 1 8:50-9:20 Science	Period 1 8:57-9:51 Science	Period 1 8:57-9:51 Science
Period 2 9:53-10:47 Math	Period 2 9:53-10:47 Math	Period 2 9:22-9:52 Math	Period 2 9:53-10:47 Math	Period 2 9:53-10:47 Math
Break 10:47-10:57	Break 10:47-10:57	Brunch 9:52-10:22	Break 10:47-10:57	Break 10:47-10:57
Period 3 10:59- 11:53 ELA	Period 3 10:59- 11:53 ELA	Period 3 10:24-10:54 ELA	Period 3 10:59- 11:53 ELA	Period 3 10:59- 11:53 ELA
Period 4 11:55-12:49 STEAM	Period 4 11:55-12:49 STEAM	Period 4 10:56-11:26 Art	Period 4 11:55-12:49 STEAM	Period 4 11:55-12:49 STEAM
Lunch 12:49-1:24	Lunch 12:49-1:24	Period 5 11:28-11:58 PE	Lunch 12:49-1:24	Lunch 12:49-1:24
Period 5 1:26-2:20 PE	Period 5 1:26-2:20 PE	Period 6 12:00-12:30 History	Period 5 1:26-2:20 PE	Period 5 1:26-2:20 PE
Period 6 2:22-3:16 History	Period 6 2:22-3:16 History		Period 6 2:22-3:16 History	Period 6 2:22-3:16 History

19. INSTRUCTIONAL DAYS AND MINUTES CALCULATOR

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of [Other] Days	Number of Instr. Minutes Per [Other] Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/ Below State Req't.
TK/K	No									0	36000	0	-36000
1	No									0	50400	0	-50400
2	No									0	50400	0	-50400
3	No									0	50400	0	-50400
4	No									0	54000	0	-54000
5	No									0	54000	0	-54000
6	Yes	124	376	0	0	52	225	0	0	176	54000	58324	4324
7	Yes	124	376	0	0	52	225	0	0	176	54000	58324	4324
8	Yes	124	376	0	0	52	225	0	0	176	54000	58324	4324
9	No									0	64800	0	-64800
10	No									0	64800	0	-64800
11	No									0	64800	0	-64800
12	No									0	64800	0	-64800

20. EARLY COLLEGE AND MIDDLE COLLEGE HIGH SCHOOLS

Not Applicable

Professional Development

21. PROFESSIONAL DEVELOPMENT TO DELIVER THE EDUCATIONAL PROGRAM

Professional development is a key component in providing relevant and meaningful training and resources for staff. When planning staff professional development, ICMS takes the following steps to establish a clear purpose, defines the purpose of the training, sets goals for the intended outcomes, and ensures that the training or topic aligns with the Charter School's mission and vision.

To determine the needs for particular training, ICMS collects data from various sources:

- Surveys:
  - surveys are collected from teachers, administrators, and support staff to gather their perceptions of their professional development needs, and areas where they feel they need more support.
  - Post-training surveys are given to staff asking for the identification of its usefulness, relevancy, and areas for improvement.
- Observations:
  - weekly classroom and teacher observations are used to identify areas where teachers may need support in instructional practices, classroom management, or student engagement.
- Student Data:
  - student data is used to analyze student achievement, student behavior trends, and attendance patterns which assist in identifying professional development needs.
- Teacher Evaluations:
  - Review teacher evaluation data to identify areas of strength and areas for improvement.
  - Look for patterns across evaluations to identify common needs.
- School Improvement Plans:
  - Examine the school improvement plan to identify goals and strategies that may

require staff professional development.
- Input from Parents and Community:
    - Gather feedback from parents and community members about their perceptions of the Charter School's strengths and areas for improvement, which may inform professional development needs.

Quality and relevant professional development must recognize that staff members have different levels of experience and expertise, as well as the needs of different grade levels and content areas and learning modalities.

Additionally, the Charter School must ensure that professional development is ongoing and sustained over time, rather than a one-time event. ICMS allocates sufficient resources (time, funding, personnel) to support effective and ongoing professional development. Data is used to inform all aspects of the professional development process.

Teacher quality is the number one factor in student achievement, and through a robust professional development plan, ICMS teachers are equipped to deliver the educational program and support student achievement. ICMS' professional development is made up of these offerings:

- **Ingenium-Wide Professional Development:** This professional development is provided by the Ingenium Schools organization and provides an opportunity for teachers to learn about the Ingenium Signature Practices, develop on the Ingenium Teacher Capacity Matrix, and collaborate to develop instructional practices with other teachers.
- **ICMS Professional Development**: This school-site professional development is planned and implemented by ICMS administrators and teacher leaders. ICMS professional development occurs weekly on Wednesday afternoons, in days prior to the school year, and at several system- and school-wide professional development days during the school year.
- **ICMS Teacher-Facilitated Collaboration Teams:** Teachers meet in PLCs teams which are led by members of the Instructional Leadership Team 2-3 times per month to examine student data using different protocols. The PLC teams are created according to content areas: math/science and Humanities. ICMS teachers work with PLC professionals from Solution Tree, learning how to organize, collect and analyze data.
- **External Professional Development:** Ingenium Schools has a process in place for teachers to request to attend professional development or conferences outside of Ingenium Schools. Teachers thus far have attended Cognitive Coaching, Arts Planning, California Assessment Conference, The California Association for Bilingual Education (CABE) Annual Conference, Creating a Positive School Climate and Digital Library training and HMH Model School Conference.
- **Lab Classroom:** The lab classroom is an innovative professional development practice at Ingenium Schools. Small groups of teachers observe more experienced teachers to learn new practices to apply to their own classroom. Teachers reflect on their own aims and receive coaching throughout the day on how to implement new practices.

2026-2027 School Year Professional Development

ICMS has an early release day every Wednesday to enable teacher collaboration and professional development. Generally, two weeks per month are dedicated to formal professional development offerings. One to two weeks per month are dedicated to grade level collaboration time and, at times, one week a month is dedicated to a special external presenter (from the Ingenium Schools home office or external provider). The first hour of every professional development session is dedicated to PLC work.

2026-2027 Professional Development Scope & Sequence	
Topic/Content	**State Priority**
New Teacher Training	
Welcome Community Builder Noble Cause, Philosophy Core Beliefs Staff Handbook/ICMS Handbook Professionalism Staff created Code of Cooperation Instructional Core Attendance expectations Classroom Set-up & expectations	Priority 1, Priority 4, Priority 6
Data Dive Mental Health SSPT training Special Education training Intro to ILT PLCs	Priority 4, Priority 5, Priority 6, Priority 7
ELD Data ELD Newcomer Strategies	Priority 2, Priority 4
Eureka Math Squared- Planning, Stile Science, HMH Into Literature Rigor	Priority 1, Priority 2, Priority 4
Improving writing: R.A.C.E. strategies Review Standards based grading Meet & Greet	Priority 1, Priority 2, Priority 3, Priority 4, Priority 5, Priority 6
Summit K-12	Priority 2, Priority 4
Cultural Relevancy	Priority 1, Priority 3, Priority 5
Addressing Trauma in the Classroom	Priority 1, Priority 4, Priority 5, Priority 6
PLC	Priority 2, Priority 4
Deeper Dive into Benchmark Data	Priority 2, Priority 4, Priority 5
Solution Tree- ILT	Priority 2, Priority 4, Priority 5
PLC	Priority 2, Priority 4
Instructional Strategies for increased academic achievement	Priority 2, Priority 4, Priority 5, Priority 7
ELD & Newcomers	Priority 2, Priority 4
Solution Tree- ILT	Priority 2, Priority 4 Priority 5
R.A.C.E. Strategies	Priority 2, Priority 4, Priority 5

Solution Tree- ILT	Priority 2, Priority 4, Priority 5
PLC	Priority 2, Priority 4
Planning for 2nd Semester	Priority 1, Priority 2, Priority 3, Priority 4, Priority 5, Priority 6, Priority 7
ELD Strategies- LTELS	Priority 2, Priority 4, Priority 5
Classroom Behaviors	Priority 5, Priority 6
Cultural Relevancy	Priority 1, Priority 3, Priority 5
Solution Tree- ILT	Priority 2, Priority 4, Priority 5
Accommodations vs. Modifications	Priority 3, Priority 4, Priority 5, Priority 7
Attendance, Behavior, & Achievement	Priority 2, Priority 3, Priority 4, Priority 5, Priority 6
Solution Tree- ILT	Priority 2, Priority 4, Priority 5
Reviewing 2nd Benchmark Data	Priority 2, Priority 4, Priority 5
Checking for Understanding & Other Strategies for Assessing Student Learning	Priority 4, Priority 5, Priority 6
Chronic Absenteeism & Academic Achievement	Priority 3, Priority 4, Priority 5, Priority 6
Solution Tree- ILt	Priority 2, Priority 4, Priority 5
SBAC Training	Priority 2
Preparing for SBAC	Priority 4
Revisiting Rigor	Priority 2, Priority 4
Reviewing Student Work Samples	Priority 2, Priority 4
Reviewing Standards Based Grading	Priority 2, Priority 3

22. Recruit Credentialed Teachers to Deliver the Educational Program

ICMS is committed to recruiting, supporting, and retaining credentialed teachers who are well-qualified to deliver its rigorous and innovative educational program. The Charter School employs a multi-pronged recruitment strategy that is both proactive and mission aligned.

To build a diverse and high-quality talent pipeline, the Charter School regularly attends regional and statewide career fairs hosted by universities, county offices of education, and teacher recruitment organizations. Open positions are widely advertised on major job boards such as EdJoin, Indeed, and LinkedIn, as well as on the Charter School's website and social media platforms, ensuring broad visibility among credentialed educators.

ICMS has established partnerships with local universities and teacher preparation programs to host student teachers, intern teachers, and candidates seeking observation hours. These partnerships not only support the professional development of future educators but also create a steady pool of potential hires who are already familiar with the Charter School’s educational approach and community.

The Human Resources department is highly engaged in maintaining up-to-date knowledge of credentialing pathways and requirements in California. Staff are trained to verify credentials through the California Commission on Teacher Credentialing (CTC) and to guide prospective and

current employees in understanding their credentialing options, including university-based and alternative certification routes. This proactive approach ensures all classroom teachers hold appropriate credentials and are fully qualified to deliver instruction in alignment with the Charter School's instructional model.

In addition to recruiting fully credentialed candidates, ICMS invests in the long-term development of its internal workforce. Through its "Furthering Education Policy," the Charter School supports classified staff members—such as instructional aides and afterschool program leaders—on their path to becoming credentialed teachers. This support may include tuition reimbursement, flexible scheduling to accommodate coursework, and mentorship from credentialed staff. This strategy strengthens retention, fosters diversity, and creates clear career pathways within the organization.

Innovative recruitment initiatives may include:

- Hosting "Teacher Lab Days," where current and prospective teachers are invited to visit a lab classroom and learn about Ingenium Schools' instructional strategies firsthand.
- Offering salary differentials or bonuses to promising candidates who commit to pursuing credentials in high-need areas such as Special Education or STEM.
- Implementing a Teacher Mentor Program, where current educators mentor new hires and represent the Charter School at recruitment events.
- Leveraging alumni networks and former student families as referral sources for prospective teachers who align with the Charter School's mission and values.
- Offering referral bonuses to employees who support the organization in attracting and retaining talented teachers.

These recruitment efforts are designed not only to ensure compliance with credentialing requirements, but also to attract mission-aligned, innovative educators who are equipped to deliver an engaging, student-centered educational experience.

Meeting the Needs of All Students

English Learners

23. MEETING THE NEEDS OF ENGLISH LEARNERS

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

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

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

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

- Embrace parent involvement in the educational process.
- Provide a process for monitoring the effectiveness of the program.

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

Process for Identifying English Learners

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

If the first three responses on the HLS indicate a language other than English, the student is then assessed within 30 days of enrollment in the areas of listening, speaking, reading, and writing via state testing. The results of these assessments enable site personnel to determine the English language proficiency level of the student.

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

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

If it is determined that there is reasonable doubt, the Charter School must add a note to the HLS and administer the ELPAC Initial Assessment. For students who are transferring from a California school, the HLS shall be administered only for interim informational purposes. The only HLS that is valid is the first one ever completed by the parent at the time of initial enrollment in a California school. While records are in transit, the Charter School shall mark the student as "TBD" in PowerSchool. Upon the receipt of student transfer records, the student's language status as determined by the originating school shall be honored.

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

Initial Assessment

The computer-based English Language Proficiency Assessment for California Initial Assessment determines the student's overall performance level: Initial Fluent English Proficient (IFEP), Intermediate English learner, or Novice English learner. The Initial ELPAC is given only once to students in their educational career to determine initial English language proficiency. It is given no earlier than July 1st and no later than 30 days after the start of the school year. After the Initial

ELPAC is given, a separate test, the ELPAC Summative Assessment, is given each spring annually for progress monitoring.

The Initial ELPAC contains tasks to assess speaking, listening, reading, and writing, and is given by a qualified, trained test administrator. The only portions of the computer-based Initial ELPAC that are scored locally are the Speaking and Writing domains. Test examiners enter the Speaking scores into the Data Entry Interface (DEI) using the appropriate rubrics for each task type. The Writing domain scores are entered into the Teacher Hand Scoring System (THSS). Test results are generated through TOMS and automatically sent to CALPADS, where the student's new English Language Acquisition Status (ELAS) is updated.

Test results and ELAS are recorded in the SIS, filed in each student's cumulative folder, and shared with parents.

Placement of Students

The State of California has adopted the ELD standards that provide a description of student expectations for proficiency level.

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

Students identified as English learners are placed in the Structured English Immersion program, which is ICMS predominant English language instructional model.

Parental Notifications

Families are an integral part of the English learner education process. The following notifications ensure families are informed and given an opportunity to review the program placement of their child:

1. Initial and Summative ELPAC assessment results
2. EL program placement letter
3. Waiver options and requirements for alternate language programs if available
4. Student eligibility for reclassification
5. Parent involvement groups (ELAC)

Language Instruction Program (LIP): Structured English Immersion

The Structured English Immersion program's aim is the acquisition of English language skills to support proficiency in the core content so that ELs can succeed in a mainstream English classroom. This is achieved through daily Designated ELD instruction informed by student language needs and the CA ELD Standards working in tandem with the Common Core State Standards. When there is a sufficient number of ELs in a grade level, Structured English Immersion (SEI) classrooms should be composed of 100% English Learners during Designated ELD.

All English learners in SEI receive daily Designated ELD instruction at their overall ELPAC level for a minimum of 45 minutes at the middle school level. In classes where there are more than two overall ELPAC levels, teaming for Designated ELD should occur to ensure ELD instruction is delivered at the student's language proficiency level. In addition, all teachers in all content areas support English Language Development through Integrated ELD strategies.
English Learners are clustered by English language proficiency level and with EO, IFEP, and RFEP students during core content such as Math, Science, etc.

Under California law and policy, English learners are to be instructed "overwhelmingly" in English. Primary language is used for clarification, support, and reinforcement. The aim of the Structured English Immersion Program is for English Learners to demonstrate "reasonable fluency" in English while learning most of the grade-level content standards in the core curriculum areas.

Program Requirements

- Parents must be notified of the placement of their child in a Structured English Immersion program and must also be informed of the opportunity to sign a Parental Exception Waiver to participate in an Alternative Program if available.
- Core subject instruction in language arts, math, science, and social science is "overwhelmingly" taught in English through Integrated ELD.
- It is recommended that primary language support be provided as appropriate for equitable access to core content.
- All English Learners receive daily Designated ELD instruction at each student's specific level of proficiency by an appropriately certified teacher (CTEL/CLAD/BCLAD).

ELD is a part of each English learner's instructional program. Each program includes a portion of the day when the focus of instruction is Designated ELD and is geared towards each student's language proficiency level.

Annual Assessment

Each year, students who are classified as English learners take the ELPAC. The Summative ELPAC determines the student's ELPAC performance level (well-developed - 4, moderately developed - 3, somewhat developed - 2, and beginning - 1). The ELPAC performance level determines the student's English proficiency level (emerging, expanding, bridging, or eligible for reclassification). Students take the Summative ELPAC between February 1 and May 31. The annual assessment will be utilized to measure students' progress towards English proficiency, as well as reclassify students as fluent English proficient.

Reclassification Criteria

Education Code Section 313 and the California Code of Regulations (5CCR) Section 11308 require that each English learner who 1) has demonstrated English language proficiency comparable to that of the average native English speaker, and 2) who can participate effectively in a curriculum designed for pupils of the same age whose native language is English be reclassified as RFEP. Ingenium Schools recognize the importance of this designation and has established the following criteria and process to fully address this obligation to correctly reclassify students when indicated.

Once a student has demonstrated that they are fluent in English, and no longer requires additional EL instruction and support, the student is ready for reclassification. However, even after reclassification, administrators and teachers will provide ongoing monitoring.

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

Reclassification Criteria	3rd - 8th Grade
Criteria 1: **Assessment of English Language Proficiency** **(ELPAC Test Results)**	ELPAC Overall score of 4
Criteria 2: **Assessment of Basic Skills** *Norm-referenced standardized achievement test results* *Choice to utilize CAASPP ELA Scores (Gr. 4-8)*	Within one grade level or above grade level in Reading norm-referenced standardized achievement test (NWEA MAP Growth) OR Meeting or exceeding the standard (level 3 or 4) on CAASPP English Language Arts.
Criteria 3: **Teacher Evaluation**	Student classroom performance is on par with the performance of the rest of the class (Comparison of percentage of standards student has mastered related to the percentage of standards the class has mastered across all content areas). AND Student has shown evidence of progress on ELD standards through progress monitoring.
Criteria 4: **Parent Opinion and Consultation**	Parent Consultation and Notification of Reclassification Letter

Reclassification Process

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

Teachers are responsible for monitoring the classroom progress of English learners by ELD standard domain through the English Learner Monitoring Form and the collection of student writing samples.

Ingenium Schools use two reclassification checkpoints. Checkpoint 1 begins immediately after receiving students' official ELPAC scores in June. Checkpoint 2 occurs in October of the following

school year. During a checkpoint, the administrator or designee will identify those students whose ELPAC scores qualify them for reclassification (Criteria 1). If the student's form shows academic data that qualifies for reclassification (Criteria 2 and 3), then a reclassification conference will occur between the administrator, teacher, student, and parent to share data and receive parent agreement.

If a student meets Criteria 1 but, according to teacher data, does not meet Criteria 2 or 3, the teacher, student, and family will determine an adequate intervention plan to ensure the student meets Criteria 2 and/or 3 by Checkpoint 1 in the next school year. The teacher and student may consult with administrators or parents in the formulation of this plan. If Criteria 2 or 3 are not met at Checkpoint 1, a more intensive intervention process, such as convening a student support and progress team ("SSPT") may occur, and a student will be reconsidered for reclassification the following year during Checkpoint 2 in the fall.

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

Timeline:

- December of the current year - EL Progress Monitoring entry and data review day
- May of the current year - EL Progress Monitoring entry and data review day
- June/July of the current year - Reclassification checkpoint 1 (based on receipt of ELPAC scores)
- October of the following year- Reclassification checkpoint 2

Notification of Program and Waiver Options

All parents of English learners, regardless of proficiency, must be notified at initial enrollment and annually, in writing, of program placement of their children and must also be provided with a full written description of programs, including educational materials used in these programs and their entitlement to request an alternative program. The information must be provided in a language that parents understand. Such notification shall accompany the parent notification of assessment results within 30 days of the beginning of the school year.

All English learners must be placed in a Structured English Immersion program unless a signed parental exception waiver is submitted (with the exception of students in Special Education). The IEP team determines the placement of each Special Education student, regardless of language proficiency.

Progress Monitoring of English Learners

ICMS' teachers monitor English learner progress through the use of Ellevation, a comprehensive program management platform that organizes all EL student data, supports critical reclassification meetings, enables accurate reporting, and supports instructional planning.

Students and teachers gather work through digital platforms and other classroom artifacts that show evidence of progress on the ELD standards. Teachers and students conference at least once a trimester to examine data and discuss students' development. Teachers document feedback and notes in the student's profile in Ellevation. If a student is not making adequate progress, as evidenced by the EL Progress Monitoring forms in Ellevation, teachers initiate an intervention process to ensure students are on the pathway to English proficiency. During data review and entry days each trimester, teachers will look at data according to student groups, specifically examining the progress of English learners. In addition, teachers and administrators examine potential learning gaps between English learners, reclassified students, and English-only

students to determine areas of growth or intervention.

Progress Monitoring of Reclassified Students
Federal law and California Code of Regulations, Title 5, Section 11304 indicate that reclassified students be monitored for a period of four years following reclassification. The administration must supervise the process of monitoring reclassified students. School staff will use the State Tests, multiple measure scores, and teacher assessments and observations to semi-annually monitor the progress of RFEP students for a period no less than 4 years after reclassification. Those students found to be regressing in their academic performance will be referred to receive an academic intervention in the specific area of need.

ICMS uses a workflow in Ellevation to implement this process. Ellevation automatically identifies students based on their EL Program exit date. Teachers then complete RFEP Monitoring Forms during data entry and review days.

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

Monitoring of Long-Term ELs and At-Risk Students
LTELs are monitored as all English learners are (described above). However, teachers are all made aware of both LTELs and students who are at risk of becoming LTELs through dashboards in Ellevation. It is expected that English learners will make a minimum gain of one level of proficiency annually. During the data review periods each trimester, the school site administrator will identify trends in school-wide LTEL and At-Risk data to inform potential intervention and programmatic next steps. For students who are not making adequate progress, a teacher may also initiate the Student Support and Progress Team (SSPT) process to convene a team to develop an intervention plan to support the student in their English language development.

English Learners in Special Education
IEP teams will ensure that each English learner with an IEP receives appropriate services to develop English proficiency and have equitable access to the full curriculum. Each English Learner's IEP shall include a present level of performance, linguistically appropriate goals, and objectives based on the student's level of English proficiency and based on the ELD standards. Such goals and objectives will fully address ELD and core content instruction. Each IEP shall also clearly delineate the person(s) and/or programs responsible for providing each instructional service. A parental exception waiver is not required for an English learner whose IEP indicates that instructional services will be provided through an Alternative Program.

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

English learners at the middle school level are enrolled in a Designated ELD course as a part of their school schedule. Students are placed in Designated ELD courses based on their English Language Proficiency Levels to receive targeted support and instruction. The primary curriculum for providing English learners with Designated ELD instruction is English 3D. English 3D is a research-based program that engages students through relevant, contemporary topics while systematically developing their academic language skills. It provides structured opportunities for daily speaking and writing, supports mastery of vocabulary, grammar, and sentence structure, and cultivates critical skills such as close reading, academic discourse, and formal writing. The program is strategically aligned to prepare English learners for success on language proficiency assessments and across content-area coursework, supporting long-term academic achievement. Since this program is aligned with the CA ELD Standards, it can offer differentiated and targeted support based on individual student needs, making the possibility of reclassification in the future.

Newcomers

English learners who are within their first 3 years in the country are provided with targeted support in listening, speaking, reading, and writing through the use of the Summit K12 program. This program is designed to provide additional practice with the core components of learning to speak the English Language and provides 1:1 support. Newcomers who are in their first year in the country will receive additional support with the implementation of a targeted ELD curriculum, Language Launch and English 3D.

To ensure that English Learners are receiving a program of instruction in accordance with parent choice and Ingenium Schools' design, Ingenium Schools conduct regular observations of classroom instruction. These observations are intended to result in consistent program implementation across individual school sites, as well as provide support and coaching to teachers.

Principal or designee performs monthly observations of all classes, which include English Learners. These observations are conducted with the use of observation tools to ensure that teachers: 1) provide daily Designated ELD 2) follow the state's ELD standards, and 3) provide Integrated ELD. These observation tools are reviewed collaboratively by the administration. In addition, Principal or designee is responsible for monitoring the completion and quality of EL Progress monitoring at their sites.

Principal or designee reviews documentation for each EL program compliance area during authorizers' site visits to schools, occurring at least annually. These visits include a review of the procedures and expectations delineated in this document.

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

- MAP Growth ELA assessment (1-8)
- ELPAC task type writing samples
- English 3D/ Language Launch and ELD lesson progress and assessments (6-8)

Teachers use GLAD and SDAIE strategies such as pictorial input charts, visual scaffolds such as graphic organizers, pre-teach and reteach activities using flexible grouping strategies, process grids, and individualized learning experiences for students depending on their location on the English language continuum. Students receive academic support during class on an individual and small group basis.

Principal or designee reviews documentation for each EL program compliance area during authorizers' site visits to schools, occurring at least annually.

Program Evaluation and Modification

The Ingenium Schools' assessment program takes into consideration what students are asked to do, how student performance is evaluated, and how evaluation results are used. The assessment program is responsive to the developmental differences, linguistic differences, and special needs of English Learners. Through multiple forms of assessment, Ingenium Schools is able to determine to what degree English Learners are achieving English proficiency and meeting academic achievement goals.

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

- Determine effects of the instructional program on language development by time in program
- Determine the effectiveness of the EL program by disaggregating results for English learners in all assessments
- Assess academic achievement in both the first and second language when possible
- Assess the strengths and weaknesses of each instructional program
- Suggest modifications for those elements of the instructional program that are not effective (i.e., curriculum, strategies, assessment methods, etc.)
- Make recommendations with family input based on the conclusions found

Assessment data is compiled and analyzed regularly by the senior leadership team during windows of reporting (i.e., trimester). Assessment data is also reported annually to authorizers and stakeholders. In collaboration, the Chief Schools Officer and Principals study the data, make plans for improvement, and provide opportunities for input and feedback by other leaders and stakeholders. This data and future plans are then shared with the local Board of Trustees, ELAC/DELAC members, and school staff.

Ingenium Schools annually review the number and percentage of the following:

- English learners (ELs)
- RFEP Students
- LTELs
- At-risk students
- Newcomers

These data sets are reviewed by school sites as well as organization-wide in order to see trends over time, monitor improvement of the programs, and make necessary adjustments.

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

24. MEETING THE NEEDS OF GATE STUDENTS AND STUDENTS ACHIEVING ABOVE GRADE LEVEL

Identifying GATE Students

To identify GATE students, ICMS will accept a designation by the District or another school district. In addition, ICMS will assess referred students after they enroll. Students may be referred for GATE testing by a parent, teacher, or administrator. Parent approval for testing is secured prior to test administration. LAUSD criteria is used to determine if a student qualifies as GATE. ICMS collaborates closely with the School Psychologist and will complete a Fee for Service evaluation through LAUSD.

Meeting the Needs of GATE Students and Students Achieving Above Grade Level
Once identified, GATE students receive differentiated learning experiences that allow them to pursue more rigorous or sophisticated learning outcomes. ICMS views giftedness as dynamic and inclusive, rather than older, more stagnate ideas of a GATE program.

ICMS puts an emphasis on identifying and serving gifted students from all backgrounds, including those from diverse racial, socioeconomic, linguistic, and cultural groups. Additionally, ICMS recognizes that intelligence comes in various forms and abilities and that the traditional identification methods may overlook some students.

Following Howard Gardner's Multiple Intelligences theory, ICMS believes that intelligence can be found in many different areas. In addition to academic achievement, giftedness can be seen through writing, artistic ability, leadership, and theme-specific academic content.

The approach taken with regards to the GATE program focuses on providing equitable access to high-quality gifted education programs for all who demonstrate potential. Deeper levels of knowledge are explored, and students are encouraged to dig deeper into areas of interest. Students share their newfound or deeper knowledge through various ways of their choosing. The most popular methods of sharing knowledge are:

- creating a Slide or PowerPoint presentation
- recording a short movie or vignette
- conducting interviews
- writing a research paper on a specific topic
- compiling a playlist of related articles, stories, or poems

Monitoring Progress of GATE Students and Students Achieving Above Grade Level
Identified GATE student progress will be monitored by the school psychologist. The principal will assist with monitoring the sub-group to make sure that they are being adequately challenged and their needs are being met.

Students Achieving Below Grade Level

25. MEETING THE NEEDS OF STUDENTS ACHIEVING BELOW GRADE LEVEL

ICMS provides multiple, proactive support so students receive instruction and help before formal referral to the SSPT. These supports include:

- **High-quality, differentiated classroom instruction (Tier 1):** All classrooms deliver standards-aligned lessons (CCSS/NGSS) with built-in differentiation, frequent checks for understanding, and clear routines and expectations so students receive strong core instruction every day.
- **Small-group interventions during the school day (Tier 2):** Students who need additional help receive targeted small-group instruction — reading and writing intervention at least twice weekly and daily math intervention — delivered by classroom teachers or intervention specialists. To preserve access to enrichment, electives are split into rotating cohorts, so every student receives both interventions and electives.
- **Afterschool and expanded learning supports:** One-hour tutoring is available Monday–Thursday and expanded learning programs provide additional intervention time and homework support.
- **Peer tutoring and extra study opportunities:** Students can access peer tutors, coordinated study sessions, and targeted practice aligned to identified skill gaps.
- **Socio-emotional and counseling supports:** Counselors provide targeted social-emotional interventions and referrals for students whose academic challenges are related

to behavior or emotional needs.

- **Student ownership & progress tools:** Students set learning aims, create action plans, and track progress in digital portfolios and on classroom data walls. Teachers use a Plan–Do–Study–Act cycle to help students reflect and course-correct.

Identification of Students Below Grade Level

ICMS uses multiple measures to identify students in need: baseline NWEA MAP Growth assessments at the start of the year, regular formative checks for understanding, quarterly benchmark assessments, classroom observations, and review of student work. Teachers, parents, or administrators may also refer a student for additional review when concerns arise.

Tiered Intervention Process (including SSPT for intensive needs)

When targeted supports are not sufficient, ICMS moves students through a formal tiered response:

- **Tier 1 — Universal:** Strong core instruction and whole-class supports for all students (described above). Ongoing formative data are used to adjust instruction.
- **Tier 2 — Targeted Small-Group Interventions:** Students who show skill deficits receive more frequent, focused small-group instruction and weekly progress monitoring by teachers and intervention staff. Interventions are evidence-based and aligned to students' needs.
- **Tier 3 — Intensive / SSPT:** Students who continue to underperform despite Tier 2 supports are referred to the Student Support & Progress Team (SSPT). The SSPT (principal, teachers, parents, counselors, and specialists as needed) reviews academic and behavioral data and develops an individualized success plan specifying classroom modification, intervention steps, counseling supports, family engagement strategies, and afterschool services. The SSPT meets monthly to review progress and revise the plan.

Monitoring Progress of Students Below Grade Level

Monitoring is continuous and collaborative:

- **Teacher & Intervention Staff Monitoring:** Teachers and interventionists perform weekly formative checks and document progress in student portfolios and on data walls.
- **Principal Oversight:** The principal is responsible for coordinating monitoring efforts and ensuring interventions are implemented with fidelity.
- **Data Reviews & Benchmarks:** ICMS uses MAP Growth, quarterly benchmarks, monthly formative checks, and milestone passage rates to evaluate effectiveness.
- **SSPT Reviews:** For students on SSPT plans, the team meets monthly to examine data, evaluate intervention success, and adjust supports.
- **Student Involvement:** Students participate in goal setting, track their own progress, and reflect through the Plan–Do–Study–Act cycle, increasing ownership and motivation.

Socioeconomically Disadvantaged/Low Income Students

26. MEETING THE NEEDS OF SOCIOECONOMICALLY DISADVANTAGED STUDENTS

Identification of Socioeconomically Disadvantaged Students

ICMS identifies socioeconomically disadvantaged students primarily through state and federal reporting processes, including the free and reduced-price meal application, CALPADS data, and enrollment information provided by families. This information is verified annually and updated as needed so that ICMS can proactively connect students to available resources and supports.

Meeting Unique Needs of Socioeconomically Disadvantaged Students
Recognizing that socioeconomic barriers can impact access to educational opportunities, ICMS ensures that all students, regardless of family income, have equal access to academic programs, enrichment, and school activities. Supports include:

- **Removal of financial barriers:** ICMS provides school supplies, pays for field trips, covers costs for sports programs, and ensures participation in special events such as 8th Grade Grad Night and weekend enrichment trips without cost to families who qualify.
- **Personalized learning supports:** Every student develops an individual learning plan and maintains a student assessment binder to set goals, create action plans, and monitor personal progress. Teachers review these regularly to provide tailored feedback and encouragement.
- **Inclusive enrichment opportunities:** Socioeconomically disadvantaged students are actively recruited and encouraged to participate in extracurricular programs, leadership opportunities, and enrichment activities to promote engagement and confidence.
- **Connection to community resources:** ICMS connects families to outside supports, including food assistance, afterschool programs, and counseling services when needed.
- **Positive school culture:** Teachers intentionally build student self-efficacy through consistent encouragement, celebration of growth, and recognition of accomplishments, helping students develop a belief in their ability to succeed.

Monitoring Progress of Socioeconomically Disadvantaged Students
Progress for socioeconomically disadvantaged students is monitored through multiple measures, including academic performance, attendance, participation rates in enrichment programs, and engagement indicators. Classroom teachers track individual student progress through learning plans and binders, while the principal and leadership team review schoolwide data each quarter to identify trends and ensure equitable access to supports. This data is also discussed during PLC meetings to adjust strategies and ensure every student is benefiting from available opportunities.

Through proactive identification, targeted supports, and ongoing monitoring, ICMS ensures that socioeconomic status does not limit any student's ability to fully participate in and benefit from the school's educational program and community.

Students with Disabilities

The FSDRL contains the provisions necessary to address matters related to students with disabilities including special education and other federal requirements.

Students in Other Student Subgroups

27. Meeting the Needs of Foster Youth and Students Experiencing Homelessness

Identification of Foster and Homeless Youth
ICMS identifies foster and homeless youth upon enrollment via the initial school registration. After the enrollment process has been completed and verified, the Administrative Manager confirms the status of the student and sets up a meeting for the administrator and pertinent stakeholders to meet. The initial meeting with the family is to determine needs.

Meeting Unique Needs of Foster and Homeless Youth
ICMS offers a variety of supports for students with extraordinary needs, such as foster youth, those who are homeless, or those who have other significant needs. Our intervention program provides several levels of guidance depending on the need of the student, including counseling and referrals to outside resources. Our intervention programs, including our SSPT process, MTSS

program, and teacher training ensure that all students with unique needs are promptly identified and provided the supports needed, including to outside agencies, as necessary. Our homeless and foster youth subgroup data is tracked as we do other subgroups; each student's individual proficiency and growth is assessed over time as detailed throughout this petition. ICMS aims to serve all subgroups regardless of their needs.

Students in both of these sub-groups receive targeted instruction and supports in their general education classes (unless additional special education or EL supports are required); intervention and extended day instruction; and 3-Tier Response to Intervention. To begin the cycle, ICMS looks at benchmark assessment data for students achieving far below their peers or not making enough progress in the classroom to catch up to their peers. An SSPT will write an intervention plan for these students that details classroom modification as well as in school and afterschool intervention programs.

Monitoring Progress of Foster and Homeless Youth

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

For Charter Schools Identified as "High Performing" by the CDE

Not Applicable

28. Sharing Promising Practices with Other Middle Schools

Not Applicable

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.

Measurable Goals of the Educational Program

1. **MEASURABLE GOALS AND OBJECTIVES OF THE EDUCATIONAL PROGRAM**

These goals and objectives are the same as those described in Element 1 in accordance with Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B). Please refer to the completed LCFF State Priorities Table provided in Element 1 of this charter renewal petition.

Measurable Pupil Outcomes: Summative Assessments Performance Targets

2. **SPECIFIC PERFORMANCE TARGETS FOR ALL STUDENTS AND SIGNIFICANT SUBGROUPS**

These targets are the same as those described in Element 1 in accordance with Education Code

Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B). Please refer to the completed LCFF State Priorities Table provided in Element 1 of this charter renewal petition.

3. ANNUAL MEASURABLE GOALS FOR GRADES THAT DO NOT PARTICIPATE IN CAASPP

Not Applicable

Other Performance Targets

4. ALL OTHER MEASURABLE GOALS

Assessment Type	Tools Used	Frequency	Grade Levels	Purpose / Performance Expectations
Formative	Exit tickets (daily/weekly), quizzes, class discussions, teacher observations, think-pair-share, small-group checks for understanding	Daily or weekly	6–8	80% of students meet objective mastery before advancing
Summative	Unit assessments (curriculum-embedded), final projects, end-of-term exams	End of unit or term	6–8	≥70% mastery or demonstrated growth
Diagnostic	Reading inventories, math placement tests, pre-assessments	Start of year and pre-unit	6–8	Identify learning needs and inform differentiation
Benchmark	NWEA MAP Growth (Reading and Math)	Fall, winter, spring	6–8	At least one year's growth for all students
State	CAASPP, other state-required tests	Annually	6–8	Balanced Summative Assessments are comprehensive end-of-year assessments in ELA and Math that are aligned with the CCSS for ELA Mathematics. Students are expected to demonstrate growth towards grade-level CCSS with the goal of "meeting/exceeding" standards as the Charter School seeks to close the DFS schoolwide and for student groups.
English Language Proficiency	English Language Proficiency Assessment of CA	Initial, Summative	6-8	ELPAC measures provide both initial and annual summative assessment of an English learner's proficiency in the domains of Reading, Writing, Listening and Speaking. For the Summative ELPAC, students are expected to demonstrate annual growth in English language mastery leading to reclassification.
Physical Education Test	Physical Fitness Test	Annually	7	Demonstrate a healthy level of fitness over a series of physical activities appropriate for their age.

California Alternate Assessment (CAA)	CAA	Annually	6-8	Students with cognitive disabilities take the CAA Instead of the Smarter Balanced Summative Assessment. This test is modified to appropriately assess the ELA/Literacy and mathematics progress and performance of specific students designated to engage in a modified curriculum as specified in their IEP. Students are expected to demonstrate growth towards goals established in their IEPs.
California Science Test	CAST	Annually	8	California Next Generation Science Standards summative assessment is administered in the spring for grade 8 as part of the California Assessment of Student Performance and Progress. Students are expected to "meet/exceed standards" for the grade-level CAST. The Charter School seeks to close the distance from standard year over year both schoolwide and for student groups.

Method for Measuring Pupil Progress Toward Outcomes: Formative Assessment

5. MONITOR AND MEASURE STUDENT PROGRESS TOWARD MASTERY OF STATE STANDARDS

ICMS utilizes a comprehensive assessment system to monitor and measure student progress toward mastery of state standards and other school goals. Multiple data sources, both qualitative and quantitative, are used to inform instruction, provide timely interventions, and track growth over time. Teachers utilize a variety of assessment types that are aligned with curriculum, state standards, and specific instructional goals, included in the table below. These tools are selected for their alignment to standards, capacity to provide actionable data, and ability to monitor both content mastery and skill development. ICMS expects that all students will demonstrate measurable growth toward mastery of grade-level standards. Assessment results are analyzed during collaborative planning meetings and data cycles to identify trends, adjust instruction, and provide targeted interventions or enrichment. This multi-tiered approach ensures that progress toward both academic and non-academic goals is systematically monitored, enabling all students to advance toward mastery.

Data Analysis & Reporting

6. Collecting, Analyzing, Using, and Reporting Academic Performance

ICMS uses a multi-faceted approach to analyze student achievement data. Data from CAASPP, NWEA's Map Growth Assessment, as well as common formative assessments are reviewed and aggregated by school administrators and Home Office personnel.

Data is used for many reasons in education. ICMS uses data:

- to inform instruction by helping teachers make intentional, evidence-based decisions that improve student learning outcomes.
- to identify who is struggling, who is excelling, and in which specific areas, allowing for targeted support and enrichment.
- because it enables differentiated instruction by tailoring lessons, pacing, and strategies to meet diverse student needs.
- so that teachers can analyze which strategies are working and adjust their teaching methods accordingly.
- to track student growth and help ensure no one falls through the cracks.

The most common types of data used by ICMS staff are from:

- Formative assessments such as quizzes, exit tickets, class discussions, think-pair-share, teacher observations, small group work, and checking for understanding.
- Summative assessment data derived from Unit tests, final projects, standardized tests, end-of-term exams.
- Diagnostic data from reading inventories, math placement tests, pre-assessments.
- Behavioral data such as attendance, participation, & behavior logs.

Data is presented to staff during professional development sessions. Various data protocols are used such as:

- **The Atlas Protocol**- this protocol is used to guide conversation when data is the focal point. The structured approach of a protocol, with clear norms and expectations for conversation, creates a safe space for all participants. This protocol supports equity of voice and allows all members to describe the data, make inferences, and share implications for future work.
- **Data Driven Dialogue-** This protocol builds awareness and understanding of the participant's viewpoints, beliefs, and assumptions about data while suspending judgments. All participants have an equal voice. The 3 phases of data-driven dialogue assist groups in making shared meaning of data. The dialogue tool helps to replace hunches and feelings with data-based facts, examine patterns and trends of performance indicators, and generate "root-cause" discussions that move from identifying symptoms to possible causes of student performance.

After data is analyzed, teachers work in Professional Learning Communities focused on identifying ways to support various student groups across different content areas. The ICMS Instructional Leadership Team (ILT) reviews work presented and creates action plans to help bring supports and ideas to fruition.

The action plans created are put into the following year's School Improvement Plan if they are viable. With flexibility, ICMS is able to try various strategies quickly. Activities such as after school tutoring, flexible grouping, and dedicated learning facilitators can be put into action quickly, with metrics in place to monitor progress and growth.

During the Board of Trustees monthly meetings, current data and data analysis is presented. Current plans for achieving academic success are shared by the school principal, along with an update to any changes to the current academic programming. Board members are given the opportunity to ask questions regarding the data results.

Families are sent both benchmark and state testing results for their children. Schoolwide data is reviewed and shared with parents during School Site Council and ELAC/DELAC meetings as well as during LCAP review and monitoring process.

Grading, Progress Reporting, and Promotion/Retention

7. COLLECTING, ANALYZING, USING, AND REPORTING ACADEMIC PERFORMANCE

ICMS has recently transitioned to a true standards-based grading system. The decision to switch to Standards-based grading (SBG) was made after much research, data collection, and staff input. On the path of continuous improvement and as a way to ensure educational equity, Ingenium Schools found SBG to be a solution allowing teachers to provide clearer, more accurate, and more actionable feedback to students about their learning and skill attainment. SBG moves away from traditional, subjective grading by breaking down learning into specific skills or standards and reports progress on each. The benefits of SBG are:

- it shows exactly what a student knows and can do, making expectations transparent for students, parents, and teachers.
- It shifts the focus from earning points or a grade to mastering content, encouraging deeper understanding rather than grade chasing.
- it allows for reassessment, which supports a growth mindset by valuing progress and persistence over time.
- it is a continuum of learning rather than a snapshot of one moment in time
- it reduces subjectivity in grading because all students are measured against the same learning standards and criteria
- It increases equity since only produced work is taken into account; there is no grade given for extra credit, parent involvement, or donations.
- students receive specific, actionable feedback about which skills and concepts they need to improve on, rather than just a letter or percentage.

Grading and progress reports are sent home three times a year. While classes are on the semester calendar, progress reports are sent out at the end of each trimester. Since Standards Based Grading is ongoing, it is important to inform parents and students more frequently about academic progress. This also allows time for students to learn, and receive feedback and interventions more often, rather than having to wait until February or June. Family conferences occur at the same time as the distribution of progress reports, which allow families and teachers to discuss student progress.

The Ingenium Schools' Board of Trustees believes that education is the shared responsibility of its students' schools, homes, and communities. Each student must be welcomed on the level at which they function socially and academically and shall be challenged to move through the curriculum at a rate commensurate with the student's total capabilities. Students should be provided opportunities for social and emotional growth and provided supports for academic and social challenges. It is the responsibility of each Ingenium Schools' Charter Schools to offer every student an appropriate education by teaching basic academic skills as well as assisting each student to grow in the development of self-direction and self-evaluation.

Current research and studies show that retention should be used in narrow circumstances, and only after thorough academic and social interventions have been implemented with fidelity and

monitored for a reasonable amount of time. The purpose of this policy is to limit the number of student retentions to only those deemed necessary after adequate support, intervention, and careful consideration.

The guidelines for retention or promotion are clearly expressed to families and students in the Family Handbook, during Orientation, at Back to School Night, with students directly, and during family meetings.

Promotion Assumption
The natural assumption is that all ICMS' students will be promoted to the next grade level, following the end of the academic year.

A student shall be promoted (moved to the next grade level) when the student has successfully met instructional-level standards for the grade-level in which they are currently placed based on the following criteria:

- Mastery of state-adopted grade-level curriculum
- Performance on state-mandated testing and other standardized test data, as appropriate
- Parent and teacher input

Students at Risk of Retention
Parents and students shall be informed as described below by the teacher and principal if academic or behavioral concerns arise.

Teachers shall use formative and summative assessments to regularly assess students' academic capabilities. Teachers shall also monitor and understand students' social-emotional capacities. Teachers should regularly communicate progress to parents or guardians.

When a student is identified as being at risk of retention, the Principal or designee shall notify the student's parent/guardian at the following times:

- at least once prior to February 1st
- at least one time after February 1st

The teacher's evaluation(s) shall be provided and discussed with the student's parent/guardian and the principal before any final determination of retention or promotion. The principal or designee shall also provide a copy of the school's promotion/ retention policy to those parents/guardians who have been notified that his/her child is at risk of retention.

A student being considered for retention must have an individual instructional learning plan that contains appropriate and documented interventions throughout the year. A student being considered for retention must also have had their academic needs addressed in SSPT meetings throughout the year. The SSPT meetings and the instructional learning plan must be done in collaboration with the parent/guardian. SSPT teams should meet at least quarterly for each student who is part of the SSPT process and more often, as needed.

With the parent/guardian's consent, the principal or designee may require a student who has been recommended for retention or has been identified as being at risk of retention to participate in a supplemental instructional program.

A student shall not be retained more than once in grades K through 8, whether the previous retention occurred at Ingenium Schools or any other school, except with the written approval of the Superintendent.

Student retention/ promotion must be a collaborative decision that includes the participation of the

parent/guardian. To allow for appropriate due process, all retention/promotion decisions must be made and communicated to the family by April 1st, otherwise the student will not be retained or promoted.

When a student is being considered for retention, a committee shall be formed and must include the teacher, school administrator, and parent/guardian. It may also include other relevant community or school stakeholders.

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

- Report cards
- Benchmark assessments
- Success of previous interventions
- SSPT meeting notes
- Previous retentions at Ingenium Schools or any other school
- Age and level of social and emotional maturity
- Regular school attendance
- Plan for the next academic year

After reviewing the above criteria, the retention committee will make a decision regarding retention of the student. That decision shall be submitted to the parent in writing.

If the committee decides that a student should be retained against the wishes of the parent/guardian or an individual staff member, the student will not be promoted unless the decision is overturned through the appeal process. Non-promoted students are retained in the same grade-level.

All support in the instructional learning plan should continue regardless of the retention/promotion determination. Students considered for retention or retained should be closely monitored and supported in the following school years until the data supports the committee's decision to ease or eliminate the interventions.

Decisions regarding retention and promotion of special education students shall be based on the criteria of their IEPs as well as other performance factors. The IEP Team shall serve as the placement committee to consider appeals. The school principal or designee must be present at the IEP placement committee meeting in which promotion/retention decision is made. (Nothing in this policy shall infringe on any right provided to students with individualized education plans/programs pursuant to the federal Individuals with Disabilities Education Act, Section 504 of the federal Rehabilitation Act of 1973, or the federal Americans with Disabilities Act.)

English learners will follow the same promotion/retention guidelines listed above, regardless of their English language classification. However, if an English learner is not making adequate progress and may be considered for retention, his or her ILP should specifically reference language acquisition interventions that are attempted. In addition, the SSPT for English learners should specifically review the student's English Learner Reclassification Tracking Form to better understand the student's language proficiency and progress. The SSPT should determine whether a student is not making progress towards English language proficiency, is not making progress towards grade level standards, or both, prior to recommending for retention. For English learners, an English language development coordinator or designee from the Ingenium Schools' home office shall serve on the placement committee.

Advancement based on Accelerated Performance

"Skipping a Grade"

Students will only be considered for promotion or advancement if they meet the following criteria:

- An SSPT committee has convened to develop an Individual Learning Plan (ILP)
- Any student who completes a level that is higher than the student's designated grade level can be considered for advancement (i.e. a 6th grader who completes 7th grade work displaying standard mastery may be considered for 8th grade placement the following year.)
- Considerations for Middle School: It is recommended that if a student's academic achievements warrant acceleration, placement in honors grade-level courses with a high level of depth and complexity be considered. In mathematics, skipping grades is not advised due to the progressive nature of the California Mathematics Standards (see MEM–6812.3 Middle School Mathematics Placement and Pathways). Schools are encouraged to take advantage of math acceleration options to provide differentiated instruction to meet the needs of high achieving students.

If the parent/guardian disagrees with the school's recommendation to promote, the parent may reject the promotion decision. The parent/guardian's decision will be honored by school staff and there will be no appeals process for school employees that disagree with a parent/guardian's decision to have their child sequentially progress through the grade levels.

Right to Appeal

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

1. Parent(s)/Guardian(s) or staff choosing to appeal a decision to retain a student shall submit a completed Promotion or Retention Appeal Request Form (Attachment A) to the Principal, specifying the reason(s) why the decision should be overturned. The submission of the Retention Appeal Request Form must occur no later than ten (10) school days following the Parent(s)/Guardian(s) receipt of the retention determination.

2. Upon receipt of an appeal form documenting new evidence, the Principal may reconvene the committee to reconsider the retention decision based on the newly submitted evidence in the appeal. If after hearing the new evidence, the committee maintains the original retention decision, the principal will continue the appeal process to the Ingenium Schools' Board unless the appellant withdraws his/her appeal in writing.

3. The original appeal form shall be submitted to the Ingenium Schools' Home Office. The Home Office will form a committee, review the information, documentation, and school-site decision, and make its own recommendation on whether or not the retention is appropriate in light of the factors enumerated in this policy and the evidence presented. The Home Office recommendation shall accompany the parent appeal and appeal documentation and shall be submitted to the Ingenium Schools' Board for consideration unless the appellant withdraws his/her appeal in writing.

4. The Board shall review the appeal, the Home Office recommendation, as well as the student's academic performance records and all other documentation on which the retention committees relied. The Principal and Superintendent shall be provided with an opportunity to state orally and/or in writing the criteria on which the respective committees' decisions were based. The Parent(s)/Guardian(s) will also be given an opportunity to state orally and/or in writing their reason for appeal. The Appeal will be held in a closed session of the next available Board Meeting to maintain student confidentiality, unless the parent

requests the session be held in open session. The Board will prepare a written decision which summarizes its findings and conclusions.

5. The Board shall notify the Parent(s)/Guardian(s), Principal, and Superintendent of its decision in writing within seven (7) school days of the appeal. Notice to the parent shall be made via registered mail at the address provided by Parent(s)/Guardian(s) to the School, unless otherwise agreed to in writing. Notice to the Principal and Superintendent can be completed electronically or via regular mail.

6. The Board's decision is final.

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

1. GOVERNANCE STRUCTURE

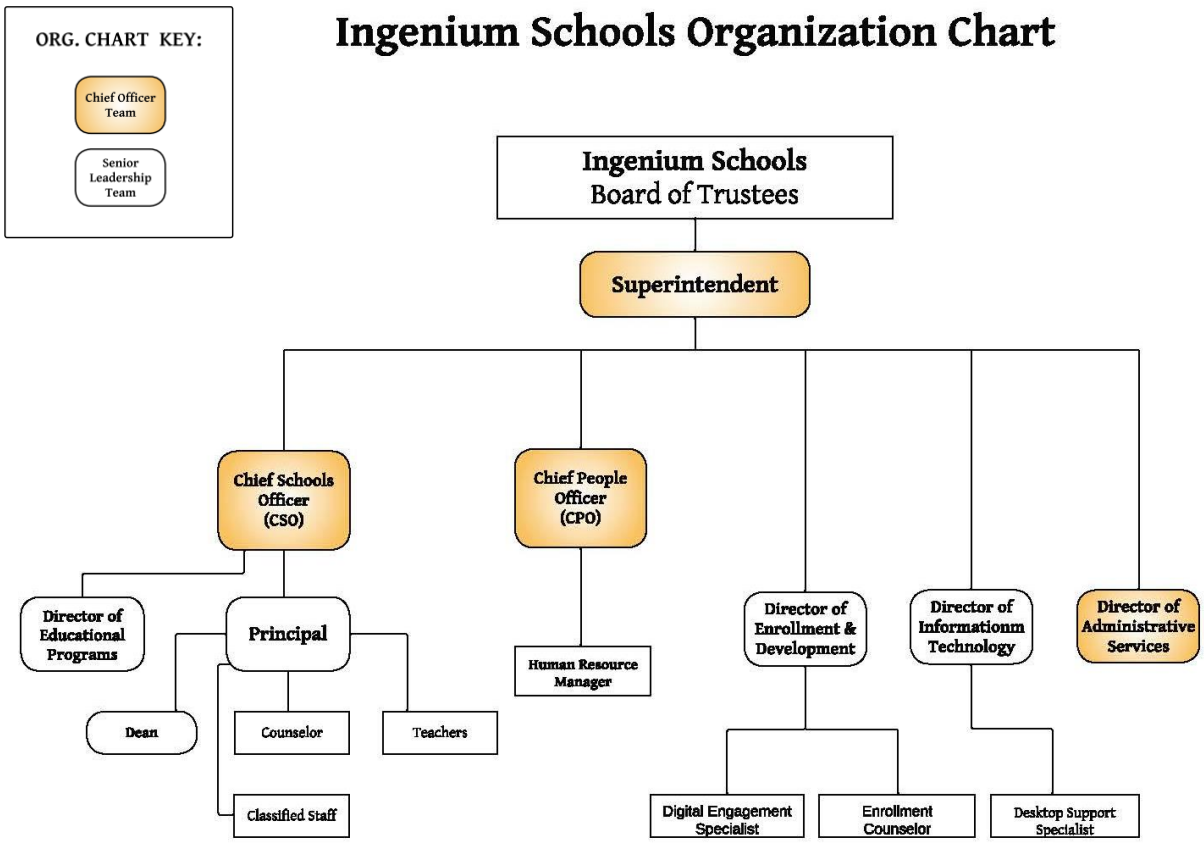
Non-Profit Public Benefit Corporation (501(c)(3)

Ingenium Charter Middle School is a direct-funded independent charter school operated by Ingenium Schools, a California Nonprofit Public Benefit Corporation pursuant to California law (the "Corporation"). ICMS operates autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the District and ICMS. Pursuant to California Education Code Section 47604(d), the District shall not be liable for the debts and obligations of ICMS operated by a California non-profit benefit corporation or for claims arising from the performance of acts, errors, or omissions by ICMS as long as the District has complied with all oversight responsibilities required by law.

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

Organizational Management Chart

The ICMS Organizational chart describes the operational structure of the Board of Trustees, administration, faculty, and staff. The Board of Trustees directly supervises the Superintendent. The Superintendent supervises the Chief of Schools and Chief People Officer. The Principal directly supervises the Dean of Students, School Counselor, teachers, and classified staff, and oversees the daily operation of the school including all classified staff, operations, and any contracted vendors. The Principal also works directly with the Home Office to supervise the school budget and overall financial health of the school.



Governing Board Composition and Member Selection

The Charter School is governed by the Board of Trustees of Ingenium Schools ("Board" or "Board of Trustees") in accordance with its adopted Corporate bylaws, which shall be consistent with the terms of this charter. Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the Corporation's activities and affairs are managed, and all corporate powers are exercised, by or under the direction of the Board of Trustees.

Without prejudice to the general powers set forth above, but subject to the same limitations, the Board of Trustees has the power to:

A. Appoint, remove, supervise, and evaluate the Superintendent; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix the compensation of the Superintendent; and through budget oversight, the compensation of other corporate officers, agents, and employees; and require from them security for faithful service.

B. Change the Superintendent office or the superintendent business office in California from one location to another; cause the Corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside California; and designate a place in California within the boundaries of the Los Angeles Unified School District for holding any meeting of members.

C. 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.

D. Adopt and use a Corporate seal; and alter the forms of the seal.

The Ingenium Schools' Board is empowered to operate as the decision-making body in regard to school-wide policies. The Ingenium Schools' governing structure is designed to foster participation by all stakeholders and assure the effectiveness of local school control and accountability.

The Board of Trustees is fully responsible for the operation and fiscal affairs of ICMS and shall provide oversight and/or exercise decision-making authority over school-wide policies including, but not limited to, the following:

- Ensure all Ingenium Schools meet the mission and goals;
- Ensure ongoing strategic planning;
- Approve and monitor ICMS' annual budget, budget revisions, and monthly cash flow statements and ensure compliance with all fiscal policies;
- Act as a fiscal agent. This includes but is not limited to the receipt of funds for the operation of ICMS in accordance with applicable laws and the receipt of grants and donations consistent with the mission of ICMS;
- Hire, supervise, and evaluate the Superintendent;
- Approve contractual agreements in accordance with approved board policies;
- Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices;
- Establish operational committees as needed;
- Recruit and appoint new Board members and provide orientation training;
- Participate in fundraising to support ICMS;
- School calendar;
- Approve the schedule of Board meetings;
- Oversight of curricular and extracurricular programs;
- Oversight of school facilities and safety;
- Monitor student achievement to ensure progress toward fulfillment of the mission;
- School-community relations;
- Establish ad hoc committees composed of a variety of stakeholder representatives, depending on the policy or position.
- Participate in the dispute resolution procedure and complaint procedures when necessary;
- Submit requests for material revisions as necessary to the District for consideration;
- Approve annual independent fiscal audit and performance report; and
- Appoint an administrative panel to take action on recommended student expulsions as needed.

The Board may initiate and carry out any program or activity or may otherwise act in a manner which is not in conflict with any law, this charter, or the purposes for which ICMS is established. The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it, and, in accordance with Corporations Code Section 5210, the Board may delegate the management of the activities of the corporation–with the exception of budget approval or revision, approval of the fiscal audit and performance report, and the adoption of Board policies–to "any person or persons, management company, or committee however composed, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the board." Such delegation will:

- Be in writing;
- Specify the individual(s) or entity designated;
- Describe in specific terms the authority of the Board of Trustees being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of Board members.

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

- Ensure the Charter School enacts its mission;
- Communicate and report to the Ingenium Schools Board of Trustees;
- Oversee school finances to ensure financial stability;
- Serve or appoint a designee to serve on any committees of the Charter School;
- Ensure compliance with all applicable state and federal laws and help secure local grants;
- Take responsible steps to secure full and regular attendance at the schools of the students enrolled in accordance with policies established by the Board of Trustees;
- Complete and submit required documents as requested or required by the charter and/or Ingenium Schools' Board of Trustees and/or the District;
- Identify the staffing needs of the Charter School and offer staff development as needed;
- Maintain up-to-date financial records;
- Ensure that appropriate evaluation techniques are used for both students and staff;
- Facilitate a system to handle organizational tasks such as student records, teacher records, teacher credentialing information, contemporaneous attendance logs, purchasing, budgets, and timetables;
- Promote the Charter School in the community and promote positive public relations and interact effectively with media;
- Encourage and support teacher professional development;
- Attend District administrative meetings as requested by the District and stay in direct contact with the District regarding changes, progress, etc.;
- Attend meetings with the Chief Financial Officer of the District on fiscal oversight issues as requested by the District;
- Provide all necessary financial reports as required for proper attendance reporting;
- Ensure the school annual performance report, the SARC, and the LCAP are completed; and,
- Present independent fiscal audit to the Ingenium Schools' Board of Trustees and, after review by the Board of Trustees, submit audit to the District Board of Education and the County Superintendent of Schools, the State Controller and the California Department of Education.

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

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

Chairperson Of The Board The Board Chairperson shall preside at the Board of Trustee's meetings and shall exercise and perform such other powers and duties as the Board of Trustees may assign from time to time.

Vice Chairperson Of The Board In the absence of the Chairperson, the Vice-Chairman shall preside at Board of Trustee's meetings and shall exercise and perform such other powers and duties as the Board of Trustees may assign from time to time.

Secretary The Secretary shall keep or cause to be kept, at the corporation's principal office or such other place as the Board of Trustees may direct, a book of minutes of all meetings, proceedings, and actions of the Board and of committees of the Board.
The Secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all meetings of the Board and of committees of the Board of Trustees that these bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Trustees or the bylaws may require.

The ***Treasurer*** shall be responsible for the control, receipt, and custody of assets of the Corporation; monitoring disbursements as authorized by the Board of Trustees; reporting receipt, use, and disbursements of assets of the Corporation. The Treasurer shall exercise the powers and perform other duties as assigned by the Board of Trustees.

2. GOVERNING BOARD COMPOSITION AND MEMBER SELECTION

Composition
The number of directors shall be no less than five and no more than nine, unless changed by amendments to these bylaws.

Length of Term
Each Trustee shall serve a term of three years. Governing Board terms will commence July 1st and end June 30th.

Selection of Trustees
The Board of Trustees shall:

- Solicit nominations for qualified candidates and instruct interested nominees to submit a statement of candidacy which consists of a Board membership application and resume which provides the candidates' experience, qualifications, interest in and understanding of ICMS, its history and goals; and
- The Board Ad hoc committee will meet to review candidates' statements, interview candidates and recommend candidates to the Board of Trustees; and
- Recommended candidates will be interviewed by the Board of Trustees at a Board meeting duly held and noticed pursuant to the Brown Act; and
- The Board of Trustees will vote to appoint the recommended board member with a majority vote at a duly held and noticed meeting, pursuant to the Brown Act.

Additionally, the Superintendent works closely with the governing board to ensure strong operational and programmatic policies and practices. This board composition ensures fair and equitable representation of stakeholders and members of the school community.

The trustees of the Board will reflect the diversity of the Ingenium Schools. The trustees will have knowledge in fields such as law, banking, fundraising, business, community outreach, facilities, budget, finance, and/or student services that are relevant to education. The trustees will all have

knowledge of charter school decision making, curriculum and instruction, budget, personnel, and community relations.

The officers of the Board will provide the leadership for effective decision making based on stakeholder input. All trustees will receive training annually from our legal firm in the Brown Act and best practices for Board decision-making. By January 1, 2026, and once every two-year thereafter, all trustees shall complete two hours of qualifying ethics training in compliance with AB 2158. The Charter School shall retain records confirming compliance with the same. The by-laws will be reviewed annually and updated, if necessary. The Board will have periodic retreats to develop a comprehensive strategic plan.

Should the law change necessitating a change in Board composition, such change may be made by the Ingenium Schools' Board following the recommendation of an ad hoc committee established by the Governing Board. The composition of this committee would be similar to that of the standing committees.

Pursuant to LAUSD's administrative procedures applicable to ICMS such a change would require District approval. Also, per the charter any amendments to the charter or bylaws of the Corporation which affect or impact the charter or school operations must be approved through the District's amendment process. The District shall be promptly notified of any such change.

3. GOVERNANCE PROCEDURES AND OPERATIONS

Meeting Requirements

Place of Board of Trustees Meetings All meetings shall be held at the School site. The Board of Trustees may also designate that a meeting be held at any place within the granting agency's county boundaries designated in the notice of the meeting. All meetings of the Board of Trustees shall be called, held, and conducted in accordance with the terms and provisions of the Brown Act, as said chapter may be modified by subsequent legislation. Consistent with Education Code Section 47604.1, where the Board meets at a location other than the Charter School's schoolsite, the Board shall establish a two-way teleconference location at the school site.

Annual Meetings All meetings of the Board of Trustees and its standing committees shall be called, noticed, and held in compliance with the provisions of the Brown Act. The Board of Trustees shall meet annually for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as noticed by the Board of Trustees in accordance with the Brown Act.

Regular Meetings Regular meetings of the Board of Trustees, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board of Trustees. At least 72 hours before a regular meeting, the Board of Trustees, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting.

Special Meetings Special meetings of the Board of Trustees for any purpose may be called at any time by the Chairperson of the Board of Trustees, if there is such an officer, or a majority of the Board of Trustees. If a Chairperson of the Board has not been elected, then the Vice-Chairman is authorized to call a special meeting in place of the Chairperson of the Board. The party calling a special meeting shall determine the place, date, and time thereof.

Notice Of Special Meetings In accordance with the Brown Act, special meetings of the Board of Trustees may be held only after twenty-four (24) hours' notice is given to the public through the

posting of an agenda. Directors shall also receive at least twenty-four (24) hours' notice of the special meeting, in the manner:

A. Any such notice shall be addressed or delivered to each director at the director's address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the director for purposes of notice, or, if an address is not shown on the Corporation's records or is not readily ascertainable, at the place at which the meetings of the Board of Trustees are regularly held.

B. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.

C. The notice of special meeting shall state the date and time of the meeting, and the place if the place is other than the school site and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

4. BOARD'S DECISION-MAKING PROCEDURES

Quorum and Abstention Requirements

A majority of the directors then in office shall constitute a quorum. Except as provided otherwise in the Bylaws, absent a consensus among the Ingenium Schools' Board, every action taken or decision made by a two-thirds majority of the Ingenium Schools' Board present at a duly held meeting at which a quorum is present shall be an act of Ingenium Schools' Board. Should there be less than a majority of the trustees present at any meeting, the meeting shall be adjourned. Trustees may not vote by proxy. If a trustee abstains the member's vote will not be counted. For a policy or motion to be passed, if consensus cannot be reached, a simple majority of the trustees will be needed to approve.

Teleconference Participation

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

A. At a minimum, a quorum of the members of the Board of Trustees shall participate in the teleconference meeting from locations within the boundaries of Los Angeles County;

B. All votes taken during a teleconference meeting shall be by roll call;

C. If the Board of Trustees elects to use teleconferencing, it shall post agendas at all teleconference locations, with each teleconference location being identified in the notice and agenda of the meeting;

D. All locations where a member of the Board of Trustees participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda and posted at the entrance of the remote location;

E. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Trustees directly at each teleconference location during public comments; and

F. The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.

Stakeholder Involvement

5. ICMS' STAKEHOLDER INVOLVEMENT PLAN AND PROCESS

ICMS is governed through the collaboration of stakeholders. Our goal is to continue the transformation of ICMS into a school community where everyone has a voice in determining what best meets the needs of our students. All decisions are focused on improving student achievement and meeting the vision and mission of the Charter. The collective voice of stakeholders will be respected in all decision-making and the establishment of policies at ICMS.

Parents and community stakeholders are invited to participate in the educational program as volunteers, members of school committees and councils. Parents are regularly informed about school related events, policies, information, and activities through a variety of communications: the school website, mailers, the school newsletter, bulletin boards throughout campus, phone calls home, teacher-parent communication, and monthly conversations with the principal. Parents are invited to engage in school activities and apprised of opportunities and procedures to be involved in both informal and formal capacities.

School Site Council

The School Site Council meetings are held at least four times annually. The SSC meetings shall be held in accordance with the Green Act. SSC is composed of six (6) members representing all the stakeholders which include: one (1) administrator, two (2) teachers, one (1) classified employee, and three (3) parents, guardian or family members all nominated and elected by those groups they represent. The SSC at ICMS is the vehicle through which the school community comes together to chart the Charter School's plan for improvement. The goal of the SSC is to ensure that the Charter School is continually engaged in identifying and implementing curriculum and instructional practices that result in both strengthening the core academic program and guaranteeing student access to and success in that program.

The main responsibilities of the SSC are as follows:

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

The SSC will engage in pertinent discussions about SBAC and benchmark scores, academic achievement for all students, safe and drug free schools, reading interventions for underperforming students, and daily and on-time attendance. In addition, SSC will support and maintain a schoolwide focus on State Standards and specific focus on ELD Standards aligned to English Language Arts Standards to improve student achievement, especially for ICMS' English Learners.

English Learner Advisory Committee

To the extent that ICMS has more than 21 identified English Learners, regardless of the types of programs offered at the Charter School, ICMS will voluntarily maintain an English Learner Advisory Committee ("ELAC"). The ELAC meets four times per year. The ELAC meetings shall be in accordance with the Brown Act. ELAC is composed of a teacher and parents of English

Learners. Translation is provided by parents and staff. The purpose of ELAC is to provide parents of English learners the opportunity to:

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

Stakeholders complete surveys and hear first-hand about new or ongoing educational programs at ICMS. They are invited to run for positions on the School Site Council as well as to provide feedback directly to school leadership. They document their thoughts and comments through survey feedback as information in the LCAP is being developed and updated annually.

ICMS encourages stakeholder involvement with the Board. Parents and community stakeholders are also invited to attend regular board meetings to keep apprised of school business, policies, and procedures and to ask questions of the Board members during public comments. They are invited to attend committee and council meetings.

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

ICMS recruits professional, effective, and qualified personnel for all administrative, instructional, instructional support, and non-instructional support capacities that are committed to the instructional philosophy outlined in the mission and vision statement. All personnel should possess the knowledge, skills, and motivation to ardently pursue the realization of the mission and aims of the school.

ICMS seeks employees who demonstrate the following beliefs and attitudes:

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

Objectives:

- Support the mission, vision, and core values of Ingenium Schools
- Strive to implement, by instruction and action, Ingenium Schools' philosophy of education and instructional aims and objectives
- Continually maintain and improve professional competence

- Attend mandatory trainings, professional meetings, and educational conferences, as required

1. CHARTER SCHOOL EMPLOYEE POSITIONS

Title	Classification
Superintendent	Administration
Chief School Officer	Administration
Chief People Officer	Administration
Director of Administrative Services	Administration
Principal	Administration
Director of Educational Programs	Administration
Director of Enrollment and Development	Administration
Director of Information Technology	Administration
Human Resource Manager	Administration
Dean	Administration
Teacher	Certificated
Special Education Teacher	Certificated
Counselor	Certificated
Psychologist	Certificated
Digital Engagement Specialist	Classified
Enrollment Counselor	Classified
Desktop Support Specialist	Classified
Administrative Manager	Classified
Office Support Specialist	Classified
Extended Learning Program Manager	Classified
Learning Facilitator	Classified
Campus Supervision	Classified
Extended Learning Program Leader	Classified
Behavior Intervention Implementation Specialist	Classified
Food Service Coordinator	Classified

2. JOB DESCRIPTIONS AND DESIRABLE QUALIFICATIONS

Job descriptions and qualifications for the following key staff are as follows:

Superintendent

Position Summary:

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

Qualifications:

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

Responsibilities:

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

Chief Schools Officer

Position Summary:

The Chief Schools Officer reports to the Superintendent. The CSO is responsible for both sustaining and improving a culture of high academic excellence in Ingenium Schools. The CSO directly supervises the school principals, the Director of Educational Programs, and has regular contact with school employees, departmental leadership, and Central Office staff. This position requires a strong instructional foundation and ability to provide fiscal management and support.

Qualifications:

- Bachelor's degree required
- Master's degree in education preferred
- Administrative Services Credential required
- Bilingual in English and Spanish preferred
- At least ten years of progressively responsible experience at campus level and central administration required
- Experience with effective school turn-around practices
- Experience working in the communities Ingenium Schools serve
- Knowledge of quality systems and experience in applying them in an educational setting
- Knowledge of business and management principles involved in strategic planning,

resource allocation, leadership technique, and coordination of people and resources

Responsibilities:

- Provide leadership and direction for principals in order to support teacher teams and student learning
- Partner with management to address day-to-day fiscal issues such as supporting budget, allocating resources, and approving expenditures
- Assist Principals and their teams with continual improvement by using root cause analyses, developing theories of action and building coherent multi-year strategies
- Works with the Superintendent to closely monitor school improvement through a cycle of continuous improvement and systems thinking
- Provides frequent, actionable feedback to principals to improve their leadership practice and achieve better results

Chief People Officer

Position Summary:

The Chief People Officer reports to the Superintendent. The CPO provides oversight, leadership and direction for Ingenium Schools' culture, workforce, and onsite vendors in accordance with Board policy, strategic initiatives, and the schools' charter petitions. The CPO focuses on building and maintaining a company culture by overseeing all aspects of Human Resources. The CPO is responsible for developing training programs and improving employee retention rates. The CPO supports strategic planning, network-wide data review and analysis, and develops PDSA's to improve retention, recruitment, recognition, and training while ensuring compliance with all employment laws.

Qualifications:

- At least ten years managing a human resources department required
- Master's degree or higher education, required
- Doctorate degree or Juris Doctorate degree, preferred
- Experience leading at a strategic level
- Experience working in charter schools, preferred

Responsibilities:

- Create effective and equitable systems for all network recruitment, hiring, onboarding, and new employee training, designed to hire and retain employees aligned with Ingenium Schools' Noble Cause, Mission, and Values
- Oversee personnel investigations and coordinate with Ingenium Schools' leadership on any personnel decisions resulting from investigations
- Hire, assign, supervise and delegate responsibilities to Human Resources Team
- Partner with management to address day-to-day Human Resources operational issues such as employee relations, compensation reviews, escalated benefits issues, performance management and training, worker's compensation, leaves of absence/accommodations, hiring, onboarding, terminations, and any other area of human resources management
- Negotiate or approve contracts or agreements with vendors, federal or state agencies, or other organizational entities

Director of Administrative Services

Position Summary:

The Director of Administrative Services reports to the Superintendent. The Director of Administrative Services will support the Ingenium Schools' Superintendent and Board of Trustees on a variety of significant district-wide issues and/or organizational issues and serve as a liaison between the Superintendent and the Board, leading the administrative management of the Ingenium Schools' Board. The Director of Administrative Services will also oversee and support the network's office employees by providing training and developing a professional learning community for Administrative Managers and office support specialists, facilitating the growth and

development of the network's office employees. The Director of Administrative Services will organize and maintain the executive's schedule, assist with administrative tasks, and perform some general office duties. This position requires a high degree of trust, organization, dependability, judgement, and discretion.

Qualifications:

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

Responsibilities:

- Perform highly complex clerical and administrative duties under little direction from the superintendent and board members
- Conduct research, compile data, and prepare presentations and/or reports for presentation by the superintendent and board, as needed
- Identify creative solutions for process or workflow improvements
- Resolve problems brought to the superintendent with little direction and exercising sound judgment
- Organize and prepare trainings for network's office administrators and office support specialists

Principal

Position Summary:

The Principal reports to the Chief Schools Officer. The Principal is responsible for the school environment and student performance. The Principal is also responsible for providing the operational, administrative, and instructional leadership necessary to ensure the success of the Charter School, including the academic success of ICMS' students. They will organize, administer, supervise, and evaluate all aspects of ICMS. The Principal is held accountable for the continual improvement of the Charter School and its staff.

Qualifications:

- Bachelor's degree required
- Master's degree in education preferred
- Administrative Services Credential required
- Two years of educational administrative experience in addition to strong communication, managerial, and computer skills.
- Capacity to build a school culture which mobilizes the efforts of all students, staff, and parents to realize the school mission.
- Knowledge of effective practices motivating all students to adhere to high standards of conduct.
- Knowledge of urban children and their families, especially those from the dominant cultural groups represented in the school's student population.

Responsibilities:

- Build an effort-based school culture of high expectations for all students throughout the school community
- Ensure a safe and orderly environment
- Successfully implement the educational program
- Engage parents and community in planning and implementing programs, including community use of the school site
- Supervise all operations involving the management of the Charter School
- Provide leadership, direction, and support in the formulation, implementation, and annual adjustment of the school's instructional program plans

Dean of Students

Position Summary:
The Dean of Students reports to the Principal. The Dean of Students is responsible for developing and maintaining systems, processes, and policies that maintain a positive, safe, and learning-centered culture at the school site. The Dean supports staff, parents, and students to implement these systems based on intrinsic motivation and student ownership.
Qualifications:

- Bachelor's degree required
- Master's degree preferred
- Application of Quality Learning in own classroom as a teacher before seeking administrative role preferred
- A Clear California teaching credential required
- Bilingual in English and Spanish preferred

Responsibilities:

- Lead the development, implementation, and evaluation of a comprehensive behavior system that clearly articulates the school-wide systems and supports students will use to build positive relationships and manage their own behavior.
- Effectively respond to student referrals with a restorative and responsive lens as well as appropriate behavior modification strategies.
- Effectively communicate with parents to create partnerships to support students.
- Manage a system to collect, input, and monitor effectiveness of individual student behavior referrals as well as trends in class, grade, and school.
- Collaborate with teachers and administrators to design and implement key whole-school activities to build and celebrate school culture, such as community meetings, assemblies, and other activities.

Teacher
Position Summary:
The Teacher reports to the Principal. The Teacher is responsible for instructing students, creating lesson plans, differentiating instruction, and evaluating students assessment data regularly to assess progress.
Qualifications:

- Bachelor's degree required
- Master's degree in education preferred
- Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold
- Minimum of one year of teaching students preferably in an urban environment preferred
- Bilingual in English and Spanish preferred

. Responsibilities:

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

School Counselor

Position Summary:

The School Counselor reports to the Principal. The School Counselor provides a full range of school counseling, behavioral and social-emotional services to Special Education and General Education children in grades K-8 including screening and assessment, individual and group counseling, and work with/referral to outside agencies as appropriate. S/he is an integral member of the Individualized Education Plan (IEP) Team, helping to plan, implement, and monitor student programs across school sites.

Qualifications:

- Master's degree in Social Work, Counseling, School Psychology or related field preferred
- DIS counseling experience required
- Experience in crisis prevention and intervention required
- Previous experience in a Counselor role preferred
- Pupil Personnel Services credential or LMFT Licensure or LCSW Licensure required

Responsibilities:

- Create and implement therapeutic interventions for the purposes of fostering better mental health and positive learning environments for all students at Ingenium Schools
- Work collaboratively with families to plan for student programming, including, but not limited to parent and staff education.
- Provide crisis counseling and referrals for students as needed
- Counsel students (and families as needed) to help solve conflicts and problems in learning and adjustment
- Establish and monitor necessary caseloads, work with schools and other staff to plan assessments and meetings; Submit records, reports, and assignments promptly and efficiently

Classified Staff Qualifications

Classified Staff will support the Charter School and will meet all applicable legal requirements for their respective positions.

Office Staff Qualifications:

- Articulate communication skills in both oral and written language
- Possess an excellent record of dependability
- Demonstrate evidence of skills such as word processing, record keeping and other office skills as required for the specific position
- Computer skills to report data, track information and keep confidential records
- Communicating clearly and effectively with key educational partners

Other Classified Staff Qualifications:

- Strong communications skills
- Be trained in and willing to continue learning how to manage student behavior, food safety, cleaning or implement instructional strategies
- Communicating clearly and effectively with key educational partners

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 rquire 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 dettraermined 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.

Court-Ordered Integration

1. PLAN FOR ACHIEVING AND MAINTAINING THE LAUSD'S RACIAL AND ETHNIC BALANCE GOAL OF A 70:30 OR 60:40 RATIO

The Charter School is committed to designing measurable approaches to underscore the dedication in establishing a diverse student body. The Charter School will maintain an accurate accounting of the balance of racial and ethnic students, students with disabilities, ELs and RFEPs, and SED students enrolled in the Charter School and will use this information to determine where additional outreach efforts are needed. ICMS will make every effort to recruit students of various racial, ethnic, ability, linguistic, and socioeconomically diverse to achieve a balance that is reflective of the general population residing within the territorial jurisdiction of LAUSD. Information with regard to race and ethnicity, student with disabilities, economic status, or EL status of students is not, however, gathered until students have been enrolled.

ICMS employs the following recruitment and outreach strategies in support of its commitment to ensuring a diverse student population reflective of the general population residing in the District.[1] The Charter School will monitor this balance each year and will take necessary recruitment steps

[1] These strategies are subject to modification or suspension where they are infeasible or impractical due to public health restrictions, e.g., a pandemic, or disaster event.

to achieve this goal. All written and oral communication is presented in English and Spanish (home language of current English Learners enrolled at ICMS) and other languages, as necessary.

Annual Outreach and Recruitment Activities
ICMS makes every effort to recruit students from the community and maintain a student population reflective of the diverse needs of students including special education, English learners, foster/homeless, and low-income. In our recruitment meetings we share information with interested parents on the services available to students who meet the classification for these student groups.

Information Outreach Events Scheduled for 2025-26
September 10, 2025, 4:00 PM – 5:30 PM
ICMS Campus, Back to School Night / Family Movie Night

October 30, 2025, 4:00 PM – 6:00 PM
Lanark Park, Fall Festival Community Event

November 20, 2025, 4:00 PM – 6:00 PM
ICMS Campus, Thanksgiving Food Distribution with Local MED Food Bank

December 16, 2025, 5:00 PM – 6:30 PM
ICMS Campus, Winter Concert & Talent Show

January 26–30, 2026, 9:00 AM – 11:00 AM
CMS Campus, School Campus Tours

February 2–5, 2026, 4:00 PM – 5:30 PM
Feeder Elementary Schools, 5th Grade Family Recruitment Outreach and Presentations

March 21, 2026, 11:00 AM – 3:00 PM
Lanark Park gym as backup, Family Picnic & Enrollment Outreach

April 30, 2026, 4:00 PM – 6:00 PM
Local Park TBD, Día del Niño Celebration & Enrollment Drive

May 28, 2026, 4:00 PM – 6:00 PM
ICMS Campus, Spring Festival & Final Recruitment Push for Current Families

June 2, 2026, 4:00 PM – 5:30 PM
ICMS Campus, Parent & Community Appreciation Event

Ongoing Street Recruitment & Community Outreach Efforts (August 2025 – July 2026)
- Attendance at community events, with recruitment presence and outreach materials
- Canvassing from January to July at local grocery stores near ICMS and surrounding neighborhoods
- 1-1 recruitment (Flyers)
- Digital marketing campaigns targeting middle school students
- Feeder outreach: 5th Grade Informational Night in April at Ingenium Charter School to support seamless enrollment into ICMS sister school
- Partnerships with local feeder elementary schools to share ICMS enrollment opportunities
- Community outreach and consistent presence at neighborhood events to maintain visibility

Note: Dates may shift depending on weather and other uncontrollable factors, but these represent

the most accurate projected schedule at this time.

Materials and Methods to Advertise, Conduct Outreach, and Recruitment
ICMS will target a diverse set of students throughout the student recruitment process in order to achieve and maintain LAUSD's balance of racial and ethnic students, students with disabilities, ELs and RFEPs, and SED students. The materials and methods that ICMS use to advertise, conduct outreach, and recruit students:

- Promote through flyers
- Post on the website and social media
- Announcements using the school marquee
- Send mailers inviting community members to events and tours of the school to the surrounding communities
- Maintain a presence in the community to attract families in the area
- Conduct informational meetings to inform the community about ICMS's educational program and support services
- Post flyers in local businesses and organizations announcing meeting dates and enrollment opportunities
- Deliver physical notices to neighborhoods and families about available openings.
- Post banners in front of the Charter School announcing, "Now Enrolling" and street banners in the community
- Host Charter School tours focusing on what on the Charter School's performance track record, mission, goals, policies and procedures
- Conduct Parent Orientation Meetings for each grade level at the beginning of each school year
- Invite the community to Open House each Spring

Languages Used for Outreach and Recruitment Activities, Methods and Materials
ICMS provides all outreach and recruitment activities, methods, and materials in English and Spanish. ICMS will add other languages as the need arises.

2. PLAN TO ACHIEVE A RATIO STUDENTS IN SPECIAL EDUCATION, AND ENGLISH LEARNERS, INCLUDING REDESIGNATED FLUENT ENGLISH PROFICIENT STUDENTS REFLECTIVE OF LAUSD

Charter School's Outreach Efforts to Recruit Students with Disabilities
ICMS currently serves 13.9% of students with disabilities. ICMS will make efforts in its student recruitment process to ensure that the Charter School attracts a higher level of enrollment of SWD that is reflective of the general population residing within the territorial jurisdiction of the District. Recruitment efforts toward this special population of students and their families will include:

1. Prospective Parent/Guardian events, open-house informational sessions, are held in the community will address parents/guardians of SWD and provide accommodations if needed.
2. One-on-one meetings between the Charter School and parents/guardians of SWD who express interest in learning more about how ICMS can meet the particular needs of the student.
3. Parents/Guardians of SWD will be encouraged to bring IEP or Section 504 Plans to the school site after admission, and prior to the school year starting, so staff can be notified, have a copy of the plans, discuss needs with parents/guardians and prepare for the first day of school for the student(s).

Charter School's Outreach Efforts to Recruit English Learners and Reclassified English Learners
ICMS currently serves 38.6% ELs and 33.5% RFEPs. ICMS will make efforts in its student recruitment process to ensure that the Charter School attracts a comparable enrollment of ELs

and RFEPs students that is reflective of the general population residing within the territorial jurisdiction of the District. Recruitment efforts toward this special population of students and their families will include:

1. Prospective Parent/Guardian events, open-house informational sessions, are held in English and Spanish in the community to address parents/guardians of EL and RFEP students. Materials are provided in English and Spanish. The website and the documents for application are bilingual.
2. The programs for ELs and RFEPs are discussed at the Prospective Parent/Guardian events in addition to the interventions provided to students who are academically low-achieving. The Charter School discusses the criteria for reclassifying students, continued supports and monitoring for RFEPs, and strategies for LTELs to assist them in reclassification.
3. Parents/Guardians of ELs and RFEPs students are supported to complete the application of interest prior to the lottery and to complete registration paperwork after admission. Support is provided by staff who are bilingual in English and Spanish.

Charter School's Outreach Efforts to Recruit Socioeconomically Disadvantaged Students

ICMS currently serves 94.0% of SED students. ICMS will make efforts in its student recruitment process to ensure that the Charter School attracts a comparable enrollment of SED students that is reflective of the general population residing within the territorial jurisdiction of the District. Recruitment efforts toward this special population of students and their families will include:

1. Prospective Parent/Guardian events, open-house informational sessions, are held in the community will address parents/guardians of SED students and provide translations and accommodations if needed.
2. One-on-one meetings between the Charter School and parents/guardians of SED students who express concern about how ICMS can support the family's financial situation. These meetings may include conversations about transportation, housing, meals, supplies, and other items that the Charter School will provide.
3. Parents/Guardians of SED students will be supported to complete the free and reduced lunch application annually. Support will be provided by the office staff.

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 schoosite.

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

1. POLICIES AND PROCEDURES FOR ADMISSION AND/OR ENROLLMENT IN THE CHARTER SCHOOL

The Charter School actively recruits a diverse student population from the District and surrounding areas. Admission to the school is open to any resident of the State of California. Prospective students and their parents or guardians are briefed regarding the school's instructional and operational philosophy and are informed of the Charter School's student-related policies. The Charter School has established an annual recruiting and admission cycle, which includes the following: (1) outreach and marketing, (2) orientation sessions for parents/guardians and students, (3) an open enrollment (admission application) period, (4) public random drawing, if necessary, and (5) enrollment.

The Charter School shall require students who wish to attend the Charter School to complete an application form ("lottery application form"). After admission, students will be required to submit an enrollment packet, which shall include the following:

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

5. Proof of minimum age requirements
6. Release of records[2]
7. Free and Reduced Price Meal Application

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

Student Recruitment

2. RECRUIT STUDENTS WITH A HISTORY OF LOW ACADEMIC PERFORMANCE, SOCIOECONOMICALLY DISADVANTAGED STUDENTS, AND STUDENTS WITH DISABILITIES

ICMS has a proud history of recruiting students with a history of low academic performance, socioeconomically disadvantaged students, and students with disabilities from the District and surrounding areas who are committed to the Charter School's educational philosophy and instructional practices.

As detailed in Element 7, the outreach plan includes targeted efforts to recruit all students, including students at-risk of low academic performance, socioeconomically disadvantaged students, students with disabilities, and ELs and RFEPs. Ongoing outreach occurs throughout the school year, as well as during the open enrollment period. For segments of parents that have historically been hard to reach, including single-parent homes, guardian-led homes, Spanish speaking parents, parents of students with disabilities, and families on public assistance, ICMS makes concerted effort to advertise in English and Spanish and to be present at places commonly used for childcare and afterschool programming, such as Boys & Girls Club of the West Valley, Winnetka Recreation Center, and West Valley Family YMCA. ICMS posts information through fliers, marketing materials, banners, and other outreach tools to local libraries, stores, parks, sports fields, churches, community centers, and neighborhoods to inform the public about enrollment opportunities at the Charter School. ICMS sets up school tours and provides assistance to parents and guardians in completing the application. ICMS also works with agencies providing public assistance to distribute Charter School materials, including application forms. The Chater School also publicizes enrollment opportunities through local publications, digital ads and through ICMS' website, and social media accounts. Informational meetings are held to provide additional details about ICMS and its offered programs. The Charter School's recruitment staff also canvasses the nearby neighborhoods.

Lottery Preferences and Procedures

3. ADMISSION PREFERENCES

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

1. Students whose address of residence are within the published boundaries of the LAUSD;
2. Siblings of currently enrolled students, defined as one of two or more individuals having one or both parents in common; a brother or sister. Sibling status does not accord preference across different Ingenium Schools' Charter Schools;

[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.

3. Students who are enrolled in or reside in the attendance area of Stanley Mosk Elementary (for the purposes of SB 740 Facility Grant Program);
4. Children of Ingenium Schools' employees (up to 5% of enrollment). Ingenium Schools' employees are those who are employed (both full- or part-time) with an expectation of an ongoing employment (not temporary or seasonal employment); and
5. All other applicants.

4. PUBLIC RANDOM DRAWING

Open enrollment periods and procedures
Application forms are accepted during a publicly advertised open application period from August, after school starts, through the second week of February for enrollment in the following school year. At the close of the open application period each year, applications will be counted to determine whether any grade level has received more applications than available seats. If the number of students who wish to attend ICMS exceeds capacity, enrollment, except for existing pupils, will be determined by a public random drawing ("lottery").

The ICMS' office is open during operating hours to collect digital applications from interested families and provides support and access to the digital application through the website. During the application period, ICMS offers personalized responses to questions about the Charter School as needed.

Communicating to Interested Parties
Public notice is posted at the Charter School and on the Charter School's website regarding the date, time, and location of the lottery. The notice includes an explanation that parents and guardians do not need to be present at the lottery but may attend if they choose to do so. The lottery is held at the Charter School in a location that is large enough to accommodate all interested parties. The lottery is held the second Monday of February in the afternoon to ensure interested parties are able to attend. The lottery is also live streamed and recorded. The lottery is open to the public. The date, time, and location of the lottery is advertised and posted at ICMS, on the ICMS website, and in the school newsletter.

Attempts will be made to contact all lottery participants by telephone, text, email, or written letter specifying the date, time, and location of the lottery and the rules to be followed during the lottery process.

Ensuring Fairness
At the lottery, names shall be drawn from weighted lottery differentiated by grade level. Beginning with the lowest grade, the names shall be drawn publicly at random by a neutral third-party digital system (currently SchoolMint) that provides an equal chance to all applicants. A designee of the Ingenium Schools' Board of Trustees or SSC member will be present at the lottery and will testify in writing, under penalty of perjury, that they personally witnessed each lottery pursuant to the above, and that each was public, random, and fairly executed in the manner described.

The drawing shall continue until all names for that grade level are drawn. Those individuals whose names are drawn after all spaces have been filled will be placed on the waiting list in the order drawn, except if the preferences described above require otherwise.

Lottery Date, Time, and Location
The lottery will be held at the school site in the afternoon on the second Monday of February.

Waiting List Procedures
Once enrollment capacity is reached at the public random drawing, the remaining names will

continue to be drawn and will be placed on a waiting list in the order drawn. If a student gains admission, they will automatically be considered an “existing pupil” and any siblings who are also applying will automatically be given the next enrollment slot, if available for their grade, or will move to the top of the waiting list for their grade (behind any other already drawn siblings on the waiting list). All students in a family share a lottery number.

Applications are still accepted after the lottery application deadline, but are held for drawing from an additional lottery at designated times where a seat has opened up and the original waitlist has been exhausted. The procedures governing any additional lotteries shall be consistent with the processes described above. The waiting list for the current school year remains active until the end of the school year. No waiting list shall be carried over from one school year to the next school year. Applicants must reapply for the lottery annually if the Charter School is unable to offer them admission for the current year. Vacancies that occur during the school year will be filled according to the waiting list.

Notification of Lottery Results

The enrollment counselor or ICMS’ office staff will contact parents or guardians of accepted students, by phone and email, and will allow three (3) days to decide whether or not to accept a space. Responses may be made by phone, text, email, or in person to ICMS’ office staff. Parents or guardians who do not respond within three (3) days will be moved to the bottom of the waiting list. When an offer occurs during the school year, the same process is repeated. In the event that no such waitlist exists and where the space is available, the space will be made available to the next interested family at the appropriate grade level.

Documenting Fair Execution

The Charter School maintains on file verification of the fairness of the lottery process, including submitted applications, lottery procedures, ordered list of accepted students, and ordered waiting list, and phone records. Each applicant's admission application will be kept on file for the academic year with their assigned lottery number in the school database and on their enrollment application.

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

1. POSITION RESPONSIBILITY

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

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

The Ingenium Schools' Director of Administrative Services is responsible for collaborating with the auditor to provide all necessary records, documentation, and information needed to complete the

annual audit. The Superintendent is responsible for ensuring that the completed annual audit is submitted by the statutory deadline of December 15 each year and forwarded to the District, the County Superintendent of Schools, the State Controller, and the California Department of Education. The independent financial audit of the Charter School is a public record to be provided to the public upon request.

2. PROCESS FOR ADDRESSING AND RESOLVING ANY DEFICIENCIES

The Superintendent, along with the Audit Committee, if any, will review any audit exceptions, deficiencies, or material weaknesses and present findings and recommend corrective actions to the Board of Trustees. The Board will submit a written report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

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.

School Climate and Student Discipline System

1. **STUDENT DISCIPLINE PHILOSOPHY**

ICMS' student discipline philosophy is consistent with the principles of the District's *Discipline Foundation Policy,* and the *School Discipline Policy and School Climate Bill of Rights* Board of Education resolution. At ICMS, we believe that students learn best in an environment where clear expectations of behavioral and community norms have been set. Clear expectations allow students to feel safe and nurtured.

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

Trauma-informed Practices

ICMS believes that there is a reason for all behaviors. As professional educators, it is our responsibility to help students identify these reasons, and to navigate through them toward healthy coping skills. Through the understanding of trauma-informed instruction and trauma-informed classroom practices, ICMS' students know that this is a safe environment for them to make mistakes, learn, and grow from their experiences.

This trauma-informed approach changes the question of "What is wrong with this student?" to "What has happened to this student?" The demographics of ICMS' students lead to the understanding that before a student enters our doors, they have experienced trauma from living in communities that experience high poverty, low employment, violence, and at times, food insecurities. There may be a high level of mobility and for some, homelessness. ICMS' staff are aware of this and are adequately trained on handling these sensitive situations.

ICMS' staff believe that all students are inherently good. Students want to do well but have not always had the tools and resources to be successful. To help build a safe environment and teach students how to be vulnerable, every Advisory class starts with a Morning Huddle. As an Ingenium Signature Practice, the Morning Huddle allows students to share and participate in low-stakes conversations and activities. At the start of the year, teachers lead the morning huddles and eventually hand this off to students to lead. Not only does this build ownership, but it also allows students to feel a sense of control which many do not feel in their own lives.

Staff are trained in possible trauma triggers. For example, if a student does not have a pencil, teachers have them readily available in every classroom. A student should not be made to feel inferior for not having supplies. Also, students are not forced to leave their backpacks behind when leaving class or using the restrooms. Many of our students do not have anything to call their own, except for their backpacks. The ICMS staff understand that holding onto their belongings is not a sign of defiance, rather it is a sign of needing security.

Through daily check-ins, either at the front gate with Behavior Support Team members, or as they enter their classrooms, ICMS' staff uses this opportunity to see how students are feeling. ICMS has developed a Behavior Support Team including the Principal, Dean of Students, School Counselor, and School Psychologist to provide wraparound services for the social emotional needs of the students. If there is a sense that a student is acting differently than their usual behavior, a staff member will pull a child aside and ask probing questions. If there is resistance, or if the student is displaying signs of distress, an individual from the Behavior Support Team will be consulted and will work with the student on an individual basis.

Code of Cooperation

To set and maintain clear expectations and maintain a positive school climate, every class creates their own Code of Cooperation. This is another tenant of Ingenium Signature Practices. This code is posted in each classroom and is made up of the agreed upon commitments that students collaboratively develop at the beginning of the year. Additionally, every classroom has the Dragon Code, the school-wide code of conduct, posted. Dragon Code is also posted in all offices, restrooms, and lunch areas. The Dragon Code stands for Integrity, Commitment, Mutual Respect, and Safety. Staff refer to the Dragon Code as often as necessary.

Trimester expectations are clearly outlined at the beginning of the school year, and frequently reinforced. Students meeting these expectations are celebrated three times a year through awards, incentives, and recognition. Every trimester starts anew, so students have the opportunity to be successful, regardless of previous behaviors.

School-wide Positive Behavior Intervention and Support ("SWPBIS")

To successfully implement the SWPBIS, ICMS starts each year by reviewing the SWPBIS Tiered Fidelity Inventory ("TFI") with the PBIS Committee monthly. The purpose of the TFI is to measure the extent by which the Charter School is using the core features of the PBIS plan. Trained to use this tool by the Los Angeles County Office of Education, the TFI is a comprehensive way to effectively evaluate the plan's strengths and areas for improvement.

The PBIS plan is made up of three tiers:

Tier 1- Universal Supports: This tier applies to all students. It includes teaching students expectations and modeling appropriate behaviors. Positive reinforcement and authentic recognition are also part of Tier 1 supports. Consistent routine and classroom procedures are an important part of this tier. Morning Huddles, Awards Assemblies, and consistent reinforcement of expectations are all part of Tier 1. The main goal of Tier 1 is to be pre-emptive. By setting clear expectations that are consistently enforced and holding students accountable to these expectations, most behaviors can be prevented before they happen.

Tier 2- Small Group Supports: The purpose of Tier 2 is to give students needing extra support tools needed to be successful. Tier 2 often involves having specific students on a daily Check-In/Check-Out list that is reviewed daily and sent home to families. It can also include targeted Lunch groups where students are invited to bring their lunch and play games with the School Counselor or Dean of Students. This is not mandatory, but rather it is voluntary. Attendance trackers, Classroom Break trackers, and daily reports home are some supports offered in Tier 2. Social skill groupings are also a Tier 2 intervention. Students facing the same behavior challenges are grouped together for activities or lessons focusing on the areas of need. This group is led by the School Counselor as well.

Tier 3- Intensive Supports: This tier focuses on students with intensive behavior challenges. Tier 3 behaviors are considered chronic and severe. Before a student is considered for Tier 3 interventions, documentation showing Tier 1 and Tier 2 interventions have been tried is necessary. Tier 3 interventions include counseling services, with the School Counselor of possibly an outside vendor. It is in this tier that a Student Success and Progress Team ("SSPT") may be convened. Data from the Office Referrals is collected and documentation of past interventions is reviewed. Input from teachers, parents, and other staff members is used to create a behavior plan before additional assessments are requested. A Functional Behavior Assessment may be implemented as well to determine if there are underlying issues.

For students with on-going and repetitive challenging behaviors, staff check-ins occur every 4-6 weeks to evaluate which interventions are working and which might need to change. Regardless of the tier, it is important that students and staff are included in the conversation. While students might not always be able to articulate their feelings, they are able to give valuable feedback that may shed light on to underlying challenges they may be experiencing.

Restorative Justice Practices

Restorative justice practices are a crucial part of healing from perceived wrongdoing or hurtful actions. Depending on the behavior displayed, the first practice of restorative justice that ICMS' students participate in is the Ken Oliver's Accountability Project. The purpose of this project is to allow students to reflect and educate themselves on their actions, and possible consequences of their addictions. The steps of the project are:

1. Topic
   Is explained with great detail
   Student's role in the situation is described
2. Legal
   Consequences for this behavior outside of school are explained
   Definitions of consequences are present
3. Choices
   What other choices were available to you?
   What were you feeling during the incident?
   What would you do next time this situation arises?
   How did your choices affect others?
4. Audience
   With whom should you share this information?
5. Lesson
   Did you learn anything from this experience?
   Did you learn anything from this project?

The step that requires students to share with an audience is where restorative justice practices are really experienced. Students must be able to share what they have learned with those they may have harmed.

Additionally, restorative justice practices which aim on repairing and rebuilding relationships, are congruent with PBIS practices. In Tier 1, restorative justice practices may take the form of a restorative circle where students can express how something made them feel. Class Codes of Cooperation are also Tier 1, setting guidelines for expected behavior and agreements. Quick restorative chats also take place during this tier.

In tier 2, students who may be experiencing some form of conflict can have staff-facilitated conversations with the other party involved. In a safe setting, student to student, or student to staff conversations are held where each side is able to share and reflect on their own behavior. If the conflict is with a group of students, restorative justice conversations can happen over a game of Uno or by each member of the group sharing their thoughts and interpretations of specific events. Behavior agreements are also created to assist with the rebuilding and repairing of relationships.

Tier 3 restorative justice practices are for more severe and recurring behaviors. These practices may consist of having meetings with families, re-entry meetings after a specific event, creating behavior plans with mental health professionals, and working closely with the Behavior Support Team.

ICMS believes that there are reasons for a student's actions. Logical consequences are a part of learning and growing. There are lessons to be learned from different situations, and punitive consequences are not a part of the learning process.

Alternatives to Suspension

Suspension is the last resort for student behavior. Suspension does not change behavior and is a form of punitive punishment. ICMS uses alternatives to suspension that promote learning, reflection, and personal growth.

Alternatives to suspension include a variety of tools, resources, and actions. Restorative justice conversations are just one activity that allow students to own their actions and face those they may have harmed. Restorative justice conferences include parents and teachers working together with the student in identifying specific actions or events that may have caused harm or disunity in the classroom or on campus.

Righting the wrong is another activity that is used as an alternative to suspension. For example, if a student breaks something, rather than pay for it, the student may repair the damage by working on campus after school, either with helping a teacher or office staff.

Students are allowed to take breaks, and as part of self-regulation, taught to identify triggers and precedent behaviors that may lead to big emotions or outbursts. Calm corners, either in classrooms or in offices, allow students to take themselves out of a situation and give themselves time to regroup or seek help if needed.

Part of alternatives to suspension is having a deep understanding of what is punishable by suspension. Terms like "disrespectful" and "disobedient" are outdated and do not take into account various cultural norms and definitions. These are not objective behaviors, rather they are subjective and open to interpretation.

The purpose of alternatives to suspension are to help students recognize and reflect on their behaviors, make amends to those they may have harmed, teach valuable skills, and be held accountable for their actions in a positive and growth-minded manner.

Professional Development
At the start of every school year, as well as throughout the year, ICMS' staff are trained on identifying and implementing trauma informed instruction. Examples of student language are given which allow teachers to decipher what a student is saying versus what a student is trying to express. Behaviors identified as age-appropriate responses to trauma are explored and relevant and appropriate interventions are discussed. Teachers are reminded that relationships are the foundation from which all else is built, and that from the first day of school until the last, students must feel safe and welcome in every classroom.

Teachers and staff also are given time to meet individually with either the School Counselor or School Psychologist to discuss specific students or challenges. Staff are also given the Adverse Childhood Experiences Assessment ("ACES") to help them identify and understand possible events that lead to childhood trauma. This helps build empathy and understanding toward students.

Data Informed Practices
ICMS uses a system of Office Referrals to monitor and track student behavior. PowerSchool, the Charter School's student information system, syncs with ICMS' dashboard and tracks office referrals and parent meetings. At any given time, a staff member can see the live tracking of office referrals, aggregated by time of offense, date of offense, type of offense, and referring teacher. The Behavior Support Team review this data monthly with the PBIS committee and identifies patterns relating to times, days of the week, and classes where challenging behavior most often occurs.

With this data, the Dean of Students have individual conversations with specific students to see what factors may be contributing to their behavior. Possibilities may include chronic absenteeism, disagreements, personality clashes, a student's hunger level, or other possibilities. This also gives information that allows teachers to receive specific information or training regarding classroom management, building relationships, or other important information that may be contributing to the data results.

Grounds for Suspension and Expulsion

2. SCOPE OF DISCIPLINARY JURISDICTION

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

a) while on school grounds;
b) while going to or coming from school;
c) during the lunch period, whether on or off the school campus;
d) during, going to, or coming from a school-sponsored activity.

Suspension

3. OFFENSES

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

a) 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 students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

b) Brandished a knife at another person.
c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, *et seq*.
d) Committed or attempted to commit a sexual assault 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.

If it is determined by the Administrative Panel and/or Board that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or 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 student shall be provided due process rights of notice and a hearing as required in this policy.

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 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.

Discretionary Suspension Offenses

Students may be suspended when it is determined the pupil:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property, which includes, but is not limited to, electronic files and databases.

g) Stole or attempted to steal school property or private property, which includes, but is not limited to, electronic files and databases.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of the student's own prescription products by a student.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Knowingly received stolen school property or private property, which includes, but is not limited to, electronic files and databases.

l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

o) Engaged in or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.

p) Made terroristic threats against school officials and/or school property, which includes, but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes, but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 6 to 8, inclusive.

r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 6 to 8, inclusive.

s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) rights by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 6 to 8, inclusive.

t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
iii. Causing a reasonable student to experience substantial interference with their academic performance.
iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

i. A message, text, sound, video, or image.
ii. A post on a social network Internet Web site including, but not limited to:
(a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
(b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another pupil would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious

student or a profile using the likeness or attributes of an actual student other than the pupil who created the false profile.

iii. An act of cyber sexual bullying.

(a) For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

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

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

u) A student who aids or abets, as defined in Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivisions (a)-(b) above.

v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

4. PROCEDURES FOR SUSPENSION AND EXPULSION

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian and shall inform the student, and the student's parent/guardian of the basis for which the student is being involuntarily removed, and the student's parent/guardian's right to request a hearing to challenge the involuntary removal. If a student's parent/guardian 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 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 herein.

In advance of a student discipline determination, including a decision to suspend a student, the Charter School administrators will conduct a fair and thorough investigation collecting evidence, including statements from possible witnesses, to ensure that all relevant information is considered before assigning interventions or consequences. Suspensions shall be initiated by the Principal or designee according to the included procedures.

Suspension Time Limits
Suspensions, when not including a recommendation for expulsion, may not exceed five (5) school days per suspension and not exceed twenty (20) total school days per academic year, consistent with any procedures applicable for special education students. ICMS affirms that it will comply with applicable law regarding suspension of special education students.

Upon a recommendation of expulsion by the Principal or designee, the suspension may be extended beyond ten (10) days and less than thirty (30) day pending an expulsion hearing following the procedures for suspension and expulsion.

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

Expulsion

5. OFFENSES

Non-Discretionary Expellable Offenses
Students must be suspended and recommended for expulsion when it is determined the pupil:

a) 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 students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.
b) Brandished a knife at another person.
c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, *et seq*.
d) Committed or attempted to commit a sexual assault 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.

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

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property, which includes, but is not limited to, electronic files and databases.

g) Stole or attempted to steal school property or private property, which includes, but is not limited to, electronic files and databases.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of the student's own prescription products by a student.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Knowingly received stolen school property or private property, which includes, but is not limited to, electronic files and databases.

l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

o) Engaged in or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.

p) Made terroristic threats against school officials and/or school property, which includes, but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes, but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an

intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 6 to 8, inclusive.

r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 6 to 8, inclusive.

s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) rights by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 6 to 8, inclusive.

t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
iii. Causing a reasonable student to experience substantial interference with their academic performance.
iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

i. A message, text, sound, video, or image.
ii. A post on a social network Internet Web site including, but not limited to:
(a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
(b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another pupil would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the pupil who created the false profile.

iii. An act of cyber sexual bullying.

(a) For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

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

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

u) A student who aids or abets, as defined in Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivisions (a)-(b) above.

v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

In-School Suspension

6. IMPLEMENTATION OF IN-SCHOOL SUSPENSION

The Charter School shall offer the student an in-school suspension where they work closely with the Principal and other staff on remediating their behavior in the school office. Teachers will assign work and meet with the student during the day to ensure the student is completing their assignments; teachers will follow up with parents will occur as necessary, regarding assigned schoolwork.

In-school suspension may be offered for the first time a student is recommended for suspension or if the severity of the violation merits removal from the classroom but is not serious enough to require removal from the school. At ICMS, in-school suspension is supervised by a credentialed teacher. This supervisor is responsible for gathering assignments from the student's teachers of record and providing a small group environment with close supervision and assistance in completing the work. To the extent that some work cannot be duplicated in the smaller environment, students are given an alternative assignment. If a student with an IEP participates in the in-school suspension program, ICMS provides any required special education instruction or

related services. The maximum number of days of in-school suspension will not exceed two (2) days per incident and five (5) days in one academic year.

The Charter School offers in-school suspension as a means of reducing time missed from learning for behavioral issues. The same procedures for out-of-school suspension (written notice, parent conference, days of suspension, suspension appeals) and the same grounds/offenses for out-of-school suspension, which are described in this charter will apply to in-school suspension. ICMS intends to address offenses precluded by the Education Code for in-school suspension for other public schools (stating that they will be ineligible for in-school suspension should be sufficient): 1) Caused, attempted to cause, threatened to cause, or participated in an act of hate violence; 2) Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel; 3) Made terrorist threats against school officials or school property, or both.

Out-of-School Suspension Procedures

7. RULES AND PROCEDURES FOR SUSPENSION

In advance of a student discipline determination, including a decision to suspend a student, the Charter School administrators will conduct a fair and thorough investigation collecting evidence, including statements from possible witnesses, to ensure that all relevant information is considered before assigning interventions or consequences. The Principal or designee has the authority to suspend students.

Conference
Suspension shall be preceded, if possible, by a conference conducted by the Principal or designee with the student and the student's parent/guardian (or, if applicable, a foster child's educational rights holder, attorney, and county social worker) and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Principal or designee.

The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. Penalties shall not be imposed on a student for the failure of the student's parent/guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent/guardian at the conference.

Notice to Parents/Guardians
At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian (or, if applicable, a foster child's educational rights holder, attorney, and county social worker) by telephone or in person. Whenever a student is suspended, the parent/guardian (or, if applicable, a foster child's educational rights holder, attorney, and county social worker) shall be notified in writing of the suspension and the date of return following suspension no more than five (5) school days before the effective date of the suspension. This

notice shall state the specific offense(s) committed by the student as well as the date the student may return to school following the suspension. The parent/guardian (or, if applicable, a foster child's educational rights holder, attorney, and county social worker) may appeal the decision within five (5) days of suspension to the Superintendent by sending a letter or email. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

Suspension Appeal Process

During the conference conducted by the Principal or designee with the student and the student's parent/guardian (or, if applicable, a foster child's educational rights holder, attorney, and county social worker), information is provided in writing and verbally to the parent or guardian and student, in a language they understand, about their right to appeal a suspension, along with information about the appeal process:

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

8. MAXIMUM NUMBER OF DAYS A STUDENT MAY BE SUSPENDED

A general education student may be suspended for five (5) days for any single offense and for a maximum of twenty (20) school days in a single school year. A general education student's suspension may be extended pending an expulsion hearing if the Principal or designee determines that the student's presence at the Charter School would pose a danger to others or disrupt the instructional process. An expulsion hearing be held within thirty (30) school days of the date the Principal or designee recommends expulsion, and the student's suspension cannot be extended beyond that period unless the student or parent/guardian (or, if applicable, a foster child's educational rights holder, attorney, and county social worker) requests a postponement of the hearing. If a continuance is granted at the request of the student or parent/guardian (or, if applicable, a foster child's educational rights holder, attorney, and county social worker), the board may extend the suspension until the new hearing date. In every case, the student must be

provided educational services during the extended suspension so that they can continue to make academic progress.

For students who receive special education services through an Individualized Education Program or who are protected under a Section 504 Plan, a student may be suspended for five (5) days for any single offense and for a maximum of ten (10) school days in a single school year. The Charter School will follow the special procedures below.

Special Procedures for Consideration of Suspension, Expulsion, or Involuntary Removal of Students with Disabilities

1. Notification of the District
   The Charter School shall immediately notify the District and coordinate the procedures in this policy with the District of the discipline of any student with a disability or student who the Charter School or District would be deemed to have knowledge that the student had a disability.

2. Services During Suspension
   Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change in placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/Section 504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alterative educational setting.

3. Procedural Safeguards/Manifestation Determination
   Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent/guardian, and relevant members of the IEP/Section 504 Team shall review all relevant information in the student's file, including the child's IEP/Section 504 Plan, any teacher observations, and any relevant information provided by the parents/guardians to determine:
      i. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
      ii. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/Section 504 Plan.

   If the Charter School, the parent/guardian, and relevant members of the IEP/Section 504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

   If the Charter School, the parent/guardian, and relevant members of the IEP/Section 504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/Section 504 Team shall:
   a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
   b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and

c. Return the child to the placement from which the child was removed, unless the parent/guardian and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/ Section 504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/Section 504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals.

The parent/guardian of a student with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education by utilizing the dispute provisions of the IEP/Section 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent/guardian and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or

c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting.
   The student's interim alternative educational setting shall be determined by the student's IEP/Section 504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services**.**
   A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

   The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:
   1. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
   2. The parent/guardian has requested an evaluation of the child.
   3. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

   If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

   If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents/guardians; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

   The Charter School shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

9. MEANINGFUL ACCESS TO EDUCATION DURING THE TERM OF THE SUSPENSION

During the term of a suspension, the Charter School will ensure that the student continues to have meaningful access to education by providing assignments, instructional materials, and academic support that align with the work being taught in class. For general education students, teachers will prepare lesson packets or make digital resources available so that the student can remain engaged with the curriculum from home. The Charter School will designate a staff member to monitor the student's progress, collect completed assignments, and provide feedback to ensure that learning continues during the suspension period. If appropriate, the student may also be offered access to virtual office hours, tutoring, or check-ins with teachers to clarify concepts and receive academic support. These measures will allow the student to stay connected to the learning

environment, maintain continuity in their studies, and reduce disruption to academic achievement while away from the school campus. For students with disabilities, teachers will prepare lesson packets or make digital resources available so that the student can remain engaged with the curriculum from home. These students shall continue to receive services so as to enable the student to continue to participate in the general education curriculum and work on their goals. These services may be provided in an interim alterative educational setting determined by the student's IEP/Section 504 Team.

10. Rules and Procedures for Suspension Pending Outcome of an Expulsion Process

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

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 6 to 8, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

The student will receive meaningful access to education during suspension and will have the opportunity to complete instructional activities missed due to suspension. Suspended students will be able to communicate with designated classrooms teacher(s) or administrator(s) for any questions and for evaluation of work and be provided the opportunity to make up any missed exams. All assignments will be provided by the teacher and available for pick-up or mailed to the child's home. The method in which assignments will be delivered will be decided on a case-by-case basis and prior to the end of the first day of suspension.

Expulsion Procedures

11. Rules and Procedures for Expulsion

A student may be expelled either by a neutral and impartial Hearing Officer or Administrative Panel following a hearing before it. The Administrative Panel shall consist of at least three (3) members who are certificated and neither a teacher of the student nor a member of the Board and shall be presided over by a designated neutral hearing chairperson. The qualifications applicable to the members of the Administrative Panel also apply to the Hearing Officer. The Principal or designee may recommend expulsion of any student found to have committed an expellable offense, and the Hearing Officer or Administrative Panel shall make the final determination.

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal or designee determines that the student has committed an expellable offense and recommends the student for expulsion. According to the LAUSD District charter renewal guide, the process for making an expulsion recommendation involves several key steps. The Charter School will provide written notice to the student and their guardian detailing

the reasons for the disciplinary action, ensuring transparency. This notice will include information about the specific behavior that led to the recommendation. Additionally, ICMS will offer a meaningful opportunity for the student and guardian to be heard, which may involve a meeting or hearing where they can present their perspective and any mitigating factors before a final decision is made on the expulsion recommendation.

The Hearing Officer or Administrative Panel will hold a hearing on the case and will make a determination whether to expel. The hearing shall be held in closed session (complying with all student confidentiality rules under FERPA). The student may make a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing. The Hearing Officer or Administrative Panel should review whether the underlying expulsion may be intertwined with other students' sensitive or confidential information and/or intertwined with confidential staff/personnel matters to provide notice of what aspects may be heard and discussed in open session and what must be preserved for closed session (Education Code Section 35146). The Board will then determine if the request will be honored.

Written notice of the expulsion recommendation and hearing shall be forwarded to the student and the student's parent/guardian via regular mail and electronic mail at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

1. The date and place of the expulsion hearing;

2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;

3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;

4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;

5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;

6. The right to inspect and obtain copies of all documents to be used at the hearing;

7. The opportunity to confront and question all witnesses who testify at the hearing;

8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

9. A statement that the pupil's parent/guardian may request a postponement of the hearing for good cause;

10. A statement that the parent/guardian can request reasonable accommodations or language support if needed during the hearing.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses
The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the

testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) 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 the complaining witness testifies, which may include a parent/ guardian, or legal counsel; and (c) elect to have the hearing closed while testifying.

2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.

4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.

7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the hearing room during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the

complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, guardian, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Hearing
A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made. A copy of the recording is available to the pupil, parent, or guardian with five (5) business days of a written request.

Presentation of Evidence
While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A determination by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have their testimony heard in a session closed to the public.

Expulsion Decision
The decision of the Hearing Officer or Administrative Panel shall be in the form of written findings of fact. If the Hearing Officer or Administrative Panel decides not to expel, the student shall immediately be returned to their previous educational program.

The Hearing Officer or Administrative Panel may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Hearing Officer or Administrative Panel may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Hearing Officer or Administrative Panel revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Charter School shall apply the criteria for suspending the enforcement of the

expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Board of Directors shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

Written Notice to Expel
The Principal or designee, following a decision of the Hearing Officer or Administrative Panel to expel, shall send written notice of the decision to expel, including the Hearing Officer or Administrative Panel's adopted findings of fact, to the student and student's parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; (b) Findings of fact from the expulsion hearing; (c) Term of the expulsion, including possible readmission date; (d) Rehabilitation plan and readmission procedures; (e) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

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

Disciplinary Records
The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the chartering authority upon request.

Right to Appeal
Parents/Guardians may appeal the expulsion decision of the Hearing Officer or Administrative Panel by making a written request and submitting it to the impartial Board within fifteen (15) school days of the expulsion decision. The student will be considered suspended until a Board meeting is convened [within thirty (30) days] at which time the parent(s)/guardian(s) must attend to present their appeal. Hearing procedures will be substantially similar to those offered during the original hearing. Reasonable accommodations will be made, and language support offered, for students and parents/guardians who wish to appeal. Following the appeal hearing, the Board will make a final decision based on the information presented at the appeal hearing by the parent(s)/guardian(s) and information from the original expulsion hearing. The Principal or designee will send written notice to the student or parent/guardian of the Board's decision within seven (7) calendar days of the appeal hearing. The Charter School Board's decision to uphold the Hearing Officer or Administrative Panel's decision to expel shall be final. If the Board overturns the expulsion, the pupil shall immediately be returned to their educational program.

12. POLICIES AND PROCEDURES FOR REHABILITATION PLANS

Expelled Students/Alternative Education
Parents/guardians of students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested, and in the manner requested, by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion. Within five (5) school days of the expulsion, the Charter School shall have a voluntary post-expulsion meeting with parents/guardians in the manner requested to assist with locating alternative placements during expulsion, including in the County or school district of residence.

Rehabilitation Plans
Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Hearing Officer or Administrative Panel at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time

of review for readmission. The rehabilitation plan shall outline the expectations for behavior, attendance, academic achievement, benchmarks for rehabilitation, and shall include a date not later than one (1) year from the date of expulsion when the student may reapply to the Charter School for readmission.

Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Charter School Board following a meeting with the Principal or designee and the student and student's parent/guardian to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school Board following the meeting regarding the Principal's or designee's determination. The Principal or designee shall make a recommendation to the Governing Board for readmission if the pupil has met the conditions of the rehabilitation plan and does not pose a danger to Charter School safety. If the Principal determines the pupil has not met the conditions of rehabilitation plan and/or continues to pose a danger to Charter School safety, the Principal will make a recommendation against readmission. The Board will make the final determination. These procedures shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is issued. The Board shall then make a final decision regarding readmission or admission of the student during the closed session of a public meeting, reporting any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission or admission to the Charter School.

Reinstatement of Previously Expelled Student

If the Board determines that the student has satisfied the conditions of the rehabilitation plan and determines to readmit the student, the Board reinstates the student and clears the expulsion order from the student's record. This process must be communicated clearly to families at the time of expulsion, and the Charter School is responsible for ensuring timely reinstatement once eligibility requirements are met.

Notice to Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

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.

Certificated Staff Members

1. CERTIFICATED STAFF MEMBERS RETIREMENT SYSTEMS

Certificated staff members shall participate in the California State Teachers' Retirement System (CalSTRS), and the Ingenium Schools' Chief People Officer shall be responsible for ensuring that appropriate arrangements for CalSTRS coverage have been made and that contributions will be made at the rate established by the Teacher's Retirement Board. The Chief People Officer shall ensure that coverage will be sustained for all eligible certificated staff members during their employment at ICMS. The Charter School acknowledges that it must continue participation in CalSTRS for the duration of ICMS' existence under the same CDS code. Ingenium Schools offer 403(b) to certificated staff members.

Classified Staff Members

2. CLASSIFIED STAFF MEMBERS RETIREMENT SYSTEMS

Classified staff members shall participate in federal social security system, and the Ingenium Schools' Chief People Officer shall be responsible for ensuring that appropriate arrangements for federal social security system coverage have been made. The Chief People Officer shall be responsible for making all employer contributions required by federal social security, and employer contributions required for Workers' Compensation Insurance, Unemployment Insurance, and other applicable payroll benefits and will be sustained for all eligible classified staff members during their employment at ICMS. Ingenium Schools offer 403(b) with a three percent match to classified staff members.

The Charter School retains the option to elect the California Public Employees' Retirement System (CalPERS) coverage at a future date. Contributions will be made at the rate established by the

Board of Administrator. The Charter School will complete all required documentation (including an amendment to the charter to include the election of CalPERS) prior to the effective date of coverage and before reporting contributions to CalPERS.

Other Staff Members

3. OTHER STAFF MEMBERS RETIREMENT SYSTEMS

Classified staff members shall participate in federal social security system, and the Ingenium Schools' Chief People Officer shall be responsible for making all employer contributions required by federal social security, and employer contributions required for Workers' Compensation Insurance, Unemployment Insurance, and other applicable payroll benefits and will be sustained for all eligible classified staff members during their employment at ICMS.

Element 12 - Public School Attendance Alternatives

"The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools." (Ed. Code § 47605(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.

1. INFORMING PARENTS/GUARDIANS OF PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

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

Element 13 - Rights of District Employees

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

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

2) A written response ("Written Response") shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

3) If the Dispute has not been resolved by mutual agreement from the Written Response, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.

4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

NON-PROPOSITION 39 DISPUTES

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

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

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

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

Los Angeles, California 90017

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

2) A written response ("Written Response") shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.

4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

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

Element 15 - Charter School Closure Procedures

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

1. SPECIFIC POSITION THAT WILL SERVE AS CLOSURE AGENT

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 the Superintendent or designee to be 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.

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, certificatesof 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).)