INNER CITY EDUCATION FOUNDATION
(d/b/a ICEF Public Schools)

Charter Renewal Petition

View Park Preparatory Accelerated Charter Elementary School

Submitted
December 19, 2013
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Assurances and Affirmations

View Park Preparatory Accelerated Charter Elementary School (hereinafter “VPES” or “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. EC 47605(d)(1)

- Not charge tuition. EC 47605(d)(1)

- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code. EC 47605(d)(1)

- Admit all pupils who wish to attend the school. EC 47605(d)(2)(A)

- Determine attendance by a public random drawing, if the number of pupils who wish to attend the charter school exceeds the school’s capacity. Preference shall be extended to pupils who currently attend the charter school and pupils who reside in the District. EC 47605(d)(2)(B)

- If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the 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. EC 47605(d)(3)

- Meet all statewide standards and conduct the pupil assessments required pursuant to Educ. Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. EC 47605(c)(1)

- Consult, on a regular basis, with the charter school’s parents, legal guardians, and teachers regarding the school’s educational programs. EC 47605(c)(2)

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

Additional Assurances and Affirmations

- The Charter School shall be deemed the exclusive public school employer of the employees of ICEF for the purpose of the Education Employment Relations Act. EC47605 (b)(5)(O)

- The 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

- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. EC 11967.5.1(f)(5)(c)
- The Charter School shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. EC 47605(l)
- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. EC 47612.5(a)
- The Charter School shall comply with any jurisdictional limitations to location of its facilities. EC47605 and 47605.1
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. EC 47612(b), 47610
- The Charter School shall comply with all applicable portions of the Elementary and Secondary Act.
- The Charter School shall comply with the Public Records Act.
- The Charter School shall comply with the Family Educational Rights and Privacy Act.
- The Charter School shall comply with the Ralph M. Brown Act.
- The Charter School shall meet or exceed the legally required minimum of school days. [ref. Title 5 California Code of Regulations Section 11960]
- The Charter School shall comply with applicable provisions of SB1290.
- The Charter School shall comply with applicable provisions of residency and school attendance rights for foster children.

__________________________  ___________________
Greg Brendel, Lead Petitioner’s Signature  Date
ICEF Public Schools
Introduction
ICEF Public Schools (hereinafter referred to as “ICEF”) is submitting this renewal petition to the Los Angeles City Board of Education of the Los Angeles Unified School District (hereinafter referred to as “the District” or “LAUSD”) as its authorizing district and is requesting charter renewal approval for a period of five years from July 1, 2014 to June 30, 2019.

VPES is committed to offering its students the highest quality educational program in an intimate learning environment. VPES’s educational model aims to provide students with the skills, knowledge and abilities needed to reach proficient and advanced levels of academic performance, as well as to succeed in secondary school and beyond. In addition, VPES provides options in education choice for parents in accordance with “No Child Left Behind”. Finally, as set forth in this charter petition, VPES will continue to offer a comprehensive learning experience designed to serve the needs of students, in particular those identified as academically low achieving, so as to help close the achievement gap that exists in our schools today.

VPES meets the vision and mission of the Los Angeles Unified School District Charter Policy priority in granting charters:
1. VPES serves in a community where schools have historically low academic performance with an Academic Performance Index (API) state rank of 1-2 on a scale of 1 to 10.
2. VPES implements an innovative small school design focused on personalizing students’ education that supports the District’s goals for increasing pupil academic achievement for improving performance in elementary schools.

ICEF’s History
ICEF was founded as a nonprofit, 501(c) (3) public-benefit education corporation founded in 1999, to provide alternative educational opportunities for children residing in the historically underserved and low-income communities of South Los Angeles. ICEF currently operates 10 charter schools in South Los Angeles—4 elementary schools, 4 middle schools, and 2 high schools. ICEF goal is to provide students with an intensive college preparatory curriculum beginning in Kindergarten and continuing through the 12th grade. ICEF provides a comprehensive traditional education program that is currently being expanded to cover a new state of the art blended learning and technology. It has also developed the framework for the new State Common Core transition to an educational program where critical thinking will be more valued than older more traditional learning strategies.

ICEF’s Mission and Vision
The mission of ICEF is to prepare all students to attend and compete at the top 100 colleges and universities in the nation. To accomplish this mission, ICEF uses a more individualized approach to learning. It offer academic and technology enrichment programs and incorporates information-age tools and resources to accomplish this. ICEF schools provide a comprehensive curriculum that emphasize academics, athletics, and the arts. To ensure that all students have the necessary support to reach their goals, ICEF promotes strong parental and community involvement. ICEF also has an aggressive special education and English language learner program. ICEF’s vision is to prepare students to be the next generation of leaders, teachers, professionals and supporters, that will help transform South Los Angeles into a more stable and economically vibrant community.

ICEF’s Core Values
ICEF and its schools are guided and known by their core values and beliefs which reflect best practices researched in high performing schools that consistently produce well-educated students prepared to enter
and succeed in college. The following tenets are instilled as guiding principles throughout the entire ICEF organization:

1. **COMMUNITY**: We will create, grow and support a unified community where we are passionate about the success of our students.

2. **DIVERSITY**: We will respect diversity while using our differences to drive innovative practices that unite us all.

3. **EMPOWERMENT**: We will empower our stakeholders to be efficient and effective in delivering the highest quality services for our students.

4. **ACCOUNTABILITY**: We will develop a culture of integrity where we hold ourselves and each other accountable for our actions and behavior with our students, our parents, and our stakeholders.

5. **COMMUNICATION**: We will provide clear, effective, and timely communications within our organization and in our business dealings.

6. **SAFETY**: We will insure a learning environment where students, parents, visitors, and staff feel supported and secure.

7. **COLLABORATION**: We will make ICEF an enjoyable workplace of professionals where we actively share responsibility, celebrate successes, learn from failures, and work together for the success of all.
**Element 1 – The Educational Program**

“A description of the educational program of the school, designed, among other things, to identify those whom the 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.” California Education Code § 47605(b)(5)(A)(i).

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

**GENERAL INFORMATION**

- The contact person for View Park Preparatory Accelerated Charter Elementary School is Kenneth Wheeler
- The contact address for View Park Preparatory Accelerated Charter Elementary School is 3855 Slauson Avenue, Los Angeles, CA 90043.
- The contact phone number for View Park Preparatory Accelerated Charter Elementary School is (323)290-6980.
- The proposed address or target community of View Park Preparatory Accelerated Charter Elementary School is West Los Angeles/View Park Windsor Hills area, which is located in Los Angeles Unified School District (“LAUSD” or “District”) Board District 1 and Educational Service Center West.
- The term of this charter shall be from July 1, 2014 to June 30, 2019.
- The grade configuration of Charter School is K-5.
- The number of students in the first year will be 575.
- The grade level(s) of the students in the first year will be K-5.
- The scheduled opening date of Charter School is August 12, 2014.
- The admission requirements include: that admission is available to all students residing in California.
- The enrollment capacity is 650. (Enrollment capacity is defined as all students who are enrolled in Charter School regardless of student residency).
- The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be: Traditional/single track from the months of August to June.
- The bell schedule for Charter School will be: Monday, Tuesday, Thursday, and Friday from 8:00am – 3:00pm; and Wednesday (shortened days) 8:00am – 12:45pm
- If space is available, traveling students will have the option to attend.
**LOCAL CONTROL AND ACCOUNTABILITY PLAN**

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School submit a Local Control and Accountability Plan (LCAP) to the Charter Schools Division and the Los Angeles County Superintendent of Schools on or before July 1, 2014. In accordance with California Education Code §§ 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 § 47605(b)(5)(A)(ii), using the Local Control and Accountability Plan template to be adopted by the State Board of Education. Charter School shall submit its annual update to the Charter Schools Division on or before July 1 of each applicable year, beginning in 2015. Charter School shall comply with all requirements of Education Code § 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 annual update.” § 47606.5(e).

**ACADEMIC CALENDAR AND SCHEDULES**

Charter School shall offer, at a minimum, the number of minutes of instruction set forth in California Education Code § 47612.5, and the number of school days required by Cal. Admin. Code, tit. 5, § 11960.

**TRANSITIONAL KINDERGARTEN**

Charter School shall comply with all applicable requirements regarding transitional kindergarten.

**ENGLISH LEARNERS**

View Park Preparatory Accelerated Charter Elementary School is required to timely identify potential English Learners (ELs) and provide them with an effective English language acquisition program that affords meaningful access to the school’s academic core 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 (on or about October 1), View Park Preparatory Accelerated Charter Elementary School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School will either adopt and implement LAUSD’s English Learner Master Plan or implement Charter School’s own English Learner Master Plan. If Charter School chooses to implement its own EL plan, the instructional plan shall include, but is not limited to, the following:

- How English Learners’ needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How the 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
View Park Preparatory Accelerated Charter Elementary School shall provide to the CSD an annual report of its EL program assessment. Upon request, View Park Preparatory Accelerated Charter Elementary School shall provide a copy of its current EL Master Plan to the CSD.

View Park Preparatory Accelerated Charter Elementary School shall administer the CELDT annually in accordance with federal and state requirements.

View Park Preparatory Accelerated Charter Elementary School shall ensure that it will provide parent outreach services and meaningfully inform parents with limited English proficiency of important information regarding 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**
All LAUSD-authorized charter schools must adhere to all terms and conditions of the Chanda Smith Modified Consent Decree (“MCD”) and any other court orders and/or consent decrees imposed upon the LAUSD as they pertain to special education. Charter schools must ensure that no student otherwise eligible to enroll in their charter school will be denied enrollment due to a disability or to the charter school’s inability to provide necessary services. Policies and procedures are in place to ensure the recruitment, enrollment and retention of students with disabilities at charter schools.

Prior to LAUSD Board of Education approval, View Park Preparatory Accelerated Charter Elementary School will execute a Memorandum of Understanding (“MOU”) by and between LAUSD and View Park Preparatory Accelerated Charter Elementary School regarding the provision and funding of special education services consistent with the requirements of the LAUSD Special Education Local Plan Area (“SELPA”) Local Plan for Special Education.

**SELPA Reorganization**
The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code § 56195.1(a) and intends to continue operating as a single-District SELPA as in the current structure but has created two 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 have 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 will not have a LEA status but will function in a similar role in that each charter school will be responsible for all special education issues including services, placement, due
process, related services, special education classes, and special education supports. Charter schools may apply for membership in the Charter-operated Program section of the SELPA. These schools will receive support from a Special Education Director for the Charter-operated Programs.

**Modified Consent Decree Requirements**

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

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

- **End of Year Suspension.**
  
  District ID, CSIS ID, last name, first name, date of birth, gender, grade, date of suspension, number of days suspended, and reason for suspension.

- **STAR – Preliminary and Final. (Including Charter Schools)**
  
  The usual file including District ID.

- **Norm day – 2013**
  
  District ID, CSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- **CBEDS – 2013 (Including Charter Schools)**

- **All Students enrolled December 1, 2013.**
  
  District ID, CSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- **Dropout 2012-13 (Including Charter Schools)**
  
  District ID, CSIS ID, last name, first name, middle name, date of birth, grade, last location, school name and local district

- **Monthly SESAC and Suspension data from non-SIS schools (Including Charter Schools)**
The MCD requires charter schools to implement the District’s Integrated Student Information System (ISIS) which is now referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data.

COMMUNITY NEED FOR CHARTER SCHOOL

View Park Preparatory Accelerated Charter Elementary School provides students from under-performing public schools with excellent academic options in their own community. Founded in 1999, View Park Preparatory Accelerated Charter Elementary School currently serves 545 students grades TK-5th to propel the ICEF mission which is to prepare all students to attend and compete academically at the top colleges and universities in the nation. It is the mission of View Park Preparatory Accelerated Charter Elementary School to begin building the foundations of success of our students by preparing them for stellar achievement once they culminate from our academic arena and attend middle and high school.

View Park Preparatory Accelerated Charter Elementary School is conscious of the relationship between education and the economic prospects of the neighborhood. View Park Preparatory Accelerated Charter Elementary School serves a 99 percent African-American and 1 percent Hispanic student population, which we are working to increase. With over 70 percent of our students eligible for the federal free and reduced price lunch program, this is a nationally recognized measure of economic poverty. View Park Preparatory Accelerated Charter Elementary School provides high-quality college-bound culture at a young age, as well as educational opportunities for children in their own community. To best achieve this vision, View Park Preparatory Accelerated Charter Elementary School is focused on three main objectives:

- **Academic Excellence.** The goal is to have 100% of all View Park Preparatory students be completely prepared for secondary education schools. Under the guidance of the Vice-President of Instruction, the newly formed academic team that consists of experts in math, literacy and common core instruction, as well as in teacher development; teachers at View Park Preparatory Accelerated Charter Elementary School are provided with:
  - Frequent observations,
  - Monthly professional development
  - Quarterly ICEF wide analysis of student performance data and constructive feedback to principals.

- **Promote and Support our Culture.** In addition to academic rigor, View Park Preparatory Accelerated Charter Elementary School stands out from the crowd by providing students with rich extracurricular offerings. View Park Preparatory Accelerated Charter Elementary School gives students the opportunity to participate in athletics and an outstanding performing and visual arts program that enriches and supports their academic experience. At View Park Preparatory Accelerated Charter Elementary School, students are in engaged weekly in dance, both modern and contemporary. Students are required to participate in annual oratorical contests and spelling and geography “bees”. Students also have the opportunity to participate in twice weekly physical education classes and intermural rugby and basketball tournaments. All students actively perform in our Winter Programs and Cultural Pageant every year. Many of our students also perform in the ICEF annual musical productions. Studies have shown that exposure to the arts promote positive self-esteem and recognizes student self-expression and expands avenues of achievement. We truly
believe that by encouraging our students to participate in these activities—along with their academic studies—we are developing not just stellar students, but interesting and talented members of society.

- **Financial Stewardship.** In an effort to decentralize financial operations and give schools more control over their own budgets, ICEF moved to a school-based budgeting model. View Park Preparatory Accelerated Charter Elementary School is transparent with faculty, staff, and the board about the financial state of the school and organization through regular updates and open dialogue. We are focused on long-term financial stability while investing heavily in students’ current needs.

Community members are invited to share in our celebrations with the students. Events, such as the oratorical and spelling bee, community members are asked to come in and judge the competitions. Specifically, on Career Day, members of our larger school community are invited to come in and share their careers with our students.

View Park Preparatory Accelerated Charter Elementary School also has formed partnerships in the community.
- **VPPACES has established partnership with local agencies such as:**
  - Local police department
  - Sheriff station
  - Local fire department
  - Local library
  - Local Churches
- Not only do our students attend activities at these various agencies, but representatives from these agencies come in to support our various school functions as well.

### VPES’s Academic Performance 2011-2013

#### Percent Proficient in CST ELA:

<table>
<thead>
<tr>
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<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
</tr>
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<tbody>
<tr>
<td><strong>Schoolwide Performance</strong></td>
<td>78%</td>
<td>68%</td>
<td>59%</td>
</tr>
<tr>
<td><strong>2nd Grade</strong></td>
<td>93%</td>
<td>74%</td>
<td>63%</td>
</tr>
<tr>
<td><strong>3rd Grade</strong></td>
<td>70%</td>
<td>67%</td>
<td>50%</td>
</tr>
<tr>
<td><strong>4th Grade</strong></td>
<td>84%</td>
<td>79%</td>
<td>58%</td>
</tr>
<tr>
<td><strong>5th Grade</strong></td>
<td>69%</td>
<td>56%</td>
<td>68%</td>
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Percent Proficient in CST Mathematics:

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<tr>
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<th>2010-2011</th>
<th>2011-2012</th>
<th>2012-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schoolwide Performance</td>
<td>72%</td>
<td>52%</td>
<td>54%</td>
</tr>
<tr>
<td>2nd Grade</td>
<td>91%</td>
<td>69%</td>
<td>60%</td>
</tr>
<tr>
<td>3rd Grade</td>
<td>76%</td>
<td>59%</td>
<td>58%</td>
</tr>
<tr>
<td>4th Grade</td>
<td>67%</td>
<td>43%</td>
<td>45%</td>
</tr>
<tr>
<td>5th Grade</td>
<td>53%</td>
<td>38%</td>
<td>46%</td>
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Percent Proficient in CST Science:

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<tr>
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</tr>
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<tbody>
<tr>
<td>5th Grade</td>
<td>61%</td>
<td>55%</td>
<td>45%</td>
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API Scores:

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<tbody>
<tr>
<td>School-wide API</td>
<td>887</td>
<td>834</td>
<td>816</td>
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API Scores:

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<th></th>
<th>2010-2011</th>
<th>2011-2012</th>
<th>2012-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td>879</td>
<td>819</td>
<td>811</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>743</td>
<td>&gt;11 students</td>
<td>751</td>
</tr>
<tr>
<td>Black and African American</td>
<td>887</td>
<td>834</td>
<td>816</td>
</tr>
</tbody>
</table>

Decline and Reformation
In 2011, View Park Preparatory Accelerated Charter Elementary School began to see a decline in their API scores. Over the past two years the scores have continuously showed a slight decline. As we observed this decline the school completed several data analysis sessions to understand not only why there was a decline but how to address the increasing needs of students to close the achievement gap.

Declines –
We experienced a decline when we expanded our 2nd and 3rd grades classes; from 3 classes to 4 classes which meant an approximate growth of 60 students. These students had not matriculated through our academic program and in many cases after being assessed were found to be from one to three grade levels below their current grade level. Due to this influx of new students into 2nd grade in subsequent years has impelled us to implement new strategies.
We also found that many of our new second graders were unable to read and/or were not reading at grade level. We assessed their ability to decode, comprehend, infer, etc. and the data showed there were significant discrepancies between performance and their cognitive strengths.

**Reformation- School Level**

In response to these declines the school has implemented the following:
- Saturday School – every spring and fall students attend Saturday School for 3 hours for 6 consecutive weeks.
- Bi-Weekly Intervention – teachers provide afterschool intervention to small groups of student who score a 60% or below on unit and diagnostic assessments. These students receive specific reteaching based on the assessment data using various strategies to increase achievement.

**Strengths-**

Even with the slow decline of API scores, View Park Preparatory Accelerated Elementary Charter School has managed to show strength in the following ways:
- Collaboration between home and school to work cohesively for students achievement
- Implementation of the Blended Learning Model
- Computer Lab which provided weekly instruction in technology and software programs
- Implementation of the daily 5 to improve student writing and reading skills
- Equity of instruction among grade level teachers
- High caliber behavior of students and a positive school culture
- High Expectation in achievement for all students.

Each of these components create a learning atmosphere where students are challenged to become productive 21st century learners and high achievers with the support of their peers and teachers.

**CMO Level**

Although the scores have been inconsistent and have declined in some areas, there is a new instructional model at ICEF Public Schools which is being used at View Park Preparatory Accelerated Elementary Charter School. It will address these deficits. With the new hiring of ICEF’s new Vice President of Instruction, there is a new instructional focus at VPES. The focus clearly defines the following:
- The ICEF Instructional Model
  - The ICEF Instructional model is based on the Daily 5 which is a literacy structure that allows for differentiation in the classroom and provides consistency
  - The Daily 5 is an integrated literacy instruction and classroom management system use in reading and writing workshops
  - The Daily 5 is a system of five literacy tasks that teaches students to work independently
- Use of Technology through Blended Learning
  - Will provide students with structured lessons to help students preparedness for the technology standards
- Will provide opportunities for students to use a tool for greater re-teaching and remediation of standards and concepts
- Will encourage a safe use of technology and create readiness for the Smarter Balanced Assessment

- Shifting to Common Core Standards
  - Will provide more rigorous content and higher level thinking that is connected and integrated
  - Will provide a learning environment that is collaborative and student oriented
  - Will provide real-life relevance to instruction through meaningful experiences

- Implementation of the Smarter Balanced Assessment
  - Ensure compliance of federal and state legislature AB 484 with the new assessment tool beginning 2014
  - Create opportunities for students to compete as 21st Century Learners with the use of technology to demonstrate mastery of state standards

**Core Curriculum and Pedagogical Philosophy**

The ICEF instructional program emphasizes six attributes of a strong college-going culture, which supports our core mission of ensuring that all ICEF students are prepared to enter and compete at the top colleges and universities in the nation:

1. **College Going Culture**: Beginning in Kindergarten, we emphasize the need to understand that college is the ultimate goal. Each class has banners of colleges posted. We have our College Wear Spirit Day, where students are encouraged to wear attire that reflects what college or university they may want to attend in the future. Every February, students participate in Historical Black College Week, in which every class represents an individual college and guest speakers from that college are invited to speak to students during the week. A fifth-grade culminating project is to apply to a college or university.

2. **College Style Study Habits**: Once students are reading to learn and not learning to read, the expectation for them to “go back into the story” and find information to support their ideas or answers on a test. In second grade, students are taught to use Cornell Notes to assist them in understanding curriculum being taught. Students are taught to study incrementally for assessments and utilize different strategies that emphasis learning material, not just memorizing.

3. **College Level Analytical Writing**: By the time students culminate from the fifth grade the expectation is for students to write multi-paragraph papers in a number of genres and on a variety of topics. By backward-mapping, the elementary school prepares each grade to be prepared for the subsequent grade through its writing program. By the end of the Kindergarten year, students are expected to write a three-to five sentence paragraph with little to no prompting from the teacher. By the end of the first grade, students are expected write a five-to-seven sentence paragraph independently. By the end of the second grade, the expectation for students is to write a two-paragraph paper, with a transitional sentences and details independently. By the end of the third grade expectations are greater with students writing with detail and purpose three-paragraph papers on a variety topics and different genres. Papers include transitional and concluding sentences. By fourth grade, student expectation for writing is that they are able to research and write on a variety of topics, with technology as a component in their research and final writing product.

4. **College Style Discourse**: Students are taught beginning in Kindergarten how to participate in Socratic Seminars. Instructions, both posted and given verbally on how to enter a discussion and engage in conversation with their peers, assist in forming an intellectual inquiry process. Scholarly
discussions in small groups on a number of topics are weekly in all grade levels. Learning to listen is also a component taught to students.

5. **Backwards Mapping to College Standards**: Backwards mapping is a practice our school used to prepare every student for the subsequent grade. The expectations outlined in the following grade for the beginning of the school year in the subjects of ELA, Mathematics, Writing, and grammar. Building on those expectations of the following grade, prior grades plan instruction for the year to ensure that students reach their targeted academic growth at the end of the school year.

6. **Technology Readiness through Blended Learning**: This is the second year that our school has used the Blended Learning Model. Using iStation and Dreambox, both technology-based programming, during Blended Learning allows all students to “take charge” of their learning and providing teachers with real-time data to help guide instruction. Blended Learning also allows K-5 students to learn the basic skills to utilize technology effectively. The Blended Learning Model also allows the teacher to form flexible and fluid small groups for more personal instruction. The Blended Learning Model assists in creating learners of the 21st century.

**STUDENT POPULATION TO BE SERVED**

View Park Preparatory Accelerated Charter Elementary School will serve approximately 575 TK-5th grade students. VPES seeks to serve from Central Los Angeles, including the West Los Angeles/View Park/Windsor Hills communities which are located in the Los Angeles Unified School District (“LAUSD” or “District”) Board District 1 and Educational Service Center West 1. View Park Preparatory Accelerated Charter Elementary School’s first site is located at 3855 Slauson Avenue, Los Angeles, CA 90043. The second site is located at 3751 W. 54th Street, Los Angeles, CA 90043. The student population has an economic and ethnic composition similar to the surrounding schools below. The student population has an economic and ethnic composition similar to many of the surrounding schools below, and these schools represent many of the schools View Park Preparatory Accelerated Charter Elementary School students would otherwise attend.

**5 Year Enrollment Roll-Out Plan**

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>TK</td>
<td>25</td>
<td>25</td>
<td>30</td>
<td>30</td>
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</tr>
<tr>
<td>K</td>
<td>100</td>
<td>100</td>
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<td>100</td>
<td>100</td>
</tr>
<tr>
<td>1st</td>
<td>90</td>
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<td>100</td>
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<td>2nd</td>
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<td>3rd</td>
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<tr>
<td>4th</td>
<td>90</td>
<td>90</td>
<td>90</td>
<td>90</td>
<td>110</td>
</tr>
<tr>
<td>5th</td>
<td>90</td>
<td>90</td>
<td>90</td>
<td>90</td>
<td>110</td>
</tr>
<tr>
<td>Total</td>
<td>575</td>
<td>575</td>
<td>600</td>
<td>600</td>
<td>650</td>
</tr>
</tbody>
</table>
# Surrounding School Demographic and Performance Data Matrix

## Surrounding Schools Demographic and Performance Data

<table>
<thead>
<tr>
<th>LAUSD Schools</th>
<th># of Students 2013</th>
<th>% Students Eligible for Free/Reduced Lunch</th>
<th>% of Special Ed. Students</th>
<th>% of English Learners</th>
<th>% African American</th>
<th>% Hispanic</th>
<th>% [Major Ethnicity #3] n/a</th>
<th>2013 Growth API</th>
<th>2012 API Statewide Rank</th>
<th>2012 API Similar Schools Rank</th>
<th>Met Schoolwide Growth Target?</th>
<th>Met Subgroup Growth Targets?</th>
</tr>
</thead>
<tbody>
<tr>
<td>54(^{th}) St ES</td>
<td>353</td>
<td>50%</td>
<td>22%</td>
<td>5%</td>
<td>77%</td>
<td>17%</td>
<td>n/a</td>
<td>728</td>
<td>3</td>
<td>7</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Windsor Hills ES</td>
<td>562</td>
<td>73%</td>
<td>6%</td>
<td>2%</td>
<td>89%</td>
<td>9%</td>
<td>n/a</td>
<td>796</td>
<td>4</td>
<td>5</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Angeles Mesa ES</td>
<td>415</td>
<td>60%</td>
<td>18%</td>
<td>18%</td>
<td>48%</td>
<td>51%</td>
<td>n/a</td>
<td>705</td>
<td>1</td>
<td>3</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>59(^{th}) St ES</td>
<td>392</td>
<td>57%</td>
<td>13%</td>
<td>24%</td>
<td>46%</td>
<td>53%</td>
<td>n/a</td>
<td>709</td>
<td>1</td>
<td>3</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Charter Schools</th>
<th># of Students 2013</th>
<th>% Students Eligible for Free/Reduced Lunch</th>
<th>% of Special Ed. Students</th>
<th>% of English Learners</th>
<th>% African American</th>
<th>% Hispanic</th>
<th>% [Major Ethnicity #3] n/a</th>
<th>2013 Growth API</th>
<th>2012 API Statewide Rank</th>
<th>2012 API Similar Schools Rank</th>
<th>Met Schoolwide Growth Target?</th>
<th>Met Subgroup Growth Targets?</th>
</tr>
</thead>
<tbody>
<tr>
<td>View Park Charter ES</td>
<td>514</td>
<td>77%</td>
<td>5%</td>
<td>0%</td>
<td>93%</td>
<td>3%</td>
<td>n/a</td>
<td>816</td>
<td>6</td>
<td>9</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Celerity Nascent Charter (K-8)</td>
<td>622</td>
<td>99%</td>
<td>7%</td>
<td>13%</td>
<td>45%</td>
<td>53%</td>
<td>n/a</td>
<td>910</td>
<td>9</td>
<td>10</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Garr Academy Charter</td>
<td>341</td>
<td>70%</td>
<td>10%</td>
<td>12%</td>
<td>84%</td>
<td>15%</td>
<td>n/a</td>
<td>803</td>
<td>4</td>
<td>8</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>YES Academy ES</td>
<td>685</td>
<td>67</td>
<td>14</td>
<td>33</td>
<td>38</td>
<td>62%</td>
<td>n/a</td>
<td>669</td>
<td>1</td>
<td>2</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>
GOALS AND PHILOSOPHY

Mission and Vision
View Park Preparatory Accelerated Charter Elementary School Mission and Vision:

- To prepare students to attend and to compete academically at the best colleges and universities in the nation.
- To expand the choices those parents have for a first-rate educational opportunity within the public school system.
- To achieve the mission by discovering and by developing each student’s gifts and talents.

21st Century Learning
View Park Preparatory Accelerated Charter Elementary School believes the path to college begins in elementary. Therefore, the education experience students receive prepares them to be an educated person in the 21st century. View Park Preparatory Accelerated Charter Elementary School students will matriculate to middle school with the skills and attributes that are critical for all learners.

- Students think creatively and critically
- Students have problem solving skills and develop learning and reasoning skills to prepare for lifelong learning
- Students are able to set short and long term goals
- Students have a deep understanding of the humanities, sciences, mathematics, and the arts
- Students are able to use technology as a tool to leverage the pursuit of continued learning
- Students are able to communicate effectively
- Students will have a strong foundation in college and career-readiness

How Learning Best Occurs
View Park Preparatory Accelerated Charter Elementary School believes that learning best occurs when:

- Students are in a safe and nurturing environment where diversity is celebrated.
- Students are in an environment where all school community members (teachers, parents, community volunteers, fellow students and administration) collaborate to achieve their school vision by sharing the responsibility and decision making for curriculum, instructional strategies, and school organization.
- An educational environment that builds on student strengths through enrichment activities, independent research, problem solving, creative thinking, music, art, environmental and technology.
- Students see the connection between what they learn and the real world.
- Students work well individually and cooperatively as members of a group.
- Teachers have high expectations for all students.
- Teachers work collaboratively to identify student strengths and areas for improvement in mastering the California Standards for each subject area.
- Teachers use differentiated instruction to address each child’s needs and potential.
- Teachers use formative and summative data to drive instruction.
- Teachers continue to grow through professional development and remain lifelong learners.
- The School Director has high expectations concerning student behavior, academic development, and the levels of student self-esteem and satisfaction.
The School Director has high expectations for teacher and staff professionalism, teacher effectiveness in ensuring that learning takes place for all students, and the levels of teacher and staff self-esteem and satisfaction.

The School Director supports the efforts of the students and teachers.

The School Director, as the academic leader, empowers school community members to identify, articulate, and address a shared vision for the school’s educational program.

The school treats all youth as gifted and talented by offering an accelerated and academically rich curriculum to all students.

Students have an educational experience that prepares them for successful learning opportunities and prepares them for success in college, careers, leadership and economic success.

Students can build sustained and caring relationships with their fellow students, teachers, and community members.

View Park Preparatory Accelerated Charter Elementary School understands the importance of utilizing research-based instructional practices to promote student achievement. Examples of research-based practices that serve as a foundation for the ICEF Instructional Model are as follows:

- **Planning and Preparation:**
  - Marzano, R. J. (2009) *Designing and Teaching Learning Goals and Objectives*
  - Marzano, Pickering and Pollack (2012) *Classroom Instruction That Works: Research Based Instruction for Increasing Student Achievement*
  - National Academy Foundation – [www.naf.org](http://www.naf.org)

- **Assessment and Learning:**
  - Marzano, R. (2013) *Using Common Core Standards to Enhance Classroom Instruction and Assessment*

- **Instructional Strategies:**
  - Copeland, M. (2005) *Socratic Circles: Fostering Critical and Creative Thinking in Middle and High Schools*
  - Lemov, D. (2010) *Teach Like a Champion*
  - Toulmin, S. E. (2007) *The Uses of Argument*
  - Teacher Effectiveness Framework based on Charlotte Danielson’s Framework for Effective Teaching

In addition to the above-mentioned research-based practices, View Park Preparatory Accelerated Charter Elementary School and the ICEF Instructional Team will continue to stay current on educational research is committed to providing professional development to teachers in order to implement current best practices in instruction.

View Park Preparatory Accelerated Charter Elementary School enables students to become self-motivated, competent and life-long learners by accomplishing two main goals. First, the program seeks to bring all student achievement to grade level or above. If students are on target academically they are less likely in the future to fall several grade levels behind and get discouraged. Second, View Park
Preparatory Accelerated Charter Elementary School seeks to develop each student’s analytical and critical thinking skills. This is the key ingredient in life-long learning. Students have to know how to learn and know how to access new knowledge.

Therefore, View Park Preparatory Accelerated Charter Elementary School teachers give students opportunities for hands-on learning in addition to direct instruction so that students gain first-hand experience to solve problems. At View Park Preparatory Accelerated Charter Elementary School students become proficient or master the California Standards for their grade level while being immersed in a rigorous program based on the Principles of Learning, organizing for effort, clear expectations, accountable talk, academic rigor, fair and credible evaluations, recognition of accomplishments, socializing intelligence, learning as apprenticeship, and self-management of learning.

In compliance with AB 97 (Local Control Funding Formula Legislation) the 8 state priorities are outlined:
<table>
<thead>
<tr>
<th>SUB-PRIORITY</th>
<th>ANNUAL GOAL</th>
<th>SPECIFIC ANNUAL ACTION TO ACHIEVE ANNUAL GOALS</th>
<th>METHOD OF MEASUREMENT</th>
</tr>
</thead>
</table>
| Teachers are appropriately assigned and fully credentialed | Each year of the charter 100% of teachers will be appropriately assigned and fully credentialed | Bi-annually review teacher - schedules and credentials (director and Human Resources)  
Annually review hiring practices and verification process (human resources)  
Provide tracking and support for teachers holding intern credentials through the process of obtaining a preliminary credential | Initial and annual verification of core teacher credential as reported by the CA Commission on Teacher Credentialing |
| CCSS aligned instructional material | Each year of the charter 100% of students will have access to standards aligned instructional material | Annually review textbooks and supplemental material to confirm alignment with CCSS (director and grade level chairs)  
During textbook adoption years review all curriculum to ensure alignment to the CCSS (content coaches and school directors)  
Annually review curriculum invoices to ensure the publisher write curriculum based on the CCSS (home office designee) | VP of Instruction and faculty review all instructional materials before purchase pursuant to Education Code 60119 |
| School Facilities | Each year of the charter school facilities will be maintained and in good repair | Weekly site checks to inspect areas in need of repair (School Facilities)  
Quarterly site checks to inspect areas in need of repair (Director)  
Annual site checks to inspect areas in need of repair (Home Office Designee)  
Review school site budgets for allocations for repairs (Chief Financial Officer, VP of Schools, Director) | Monthly site inspection documents prepared by Director of Operations |
<table>
<thead>
<tr>
<th>SUB-PRIORITY</th>
<th>ANNUAL GOAL</th>
<th>SPECIFIC ANNUAL ACTION TO ACHIEVE ANNUAL GOALS</th>
<th>METHOD OF MEASUREMENT</th>
</tr>
</thead>
</table>
| Implementation of the CCSS | Each year of the charter Common Core State Standards will be implemented in all classrooms | Weekly lesson plans will be submitted to review lesson objectives that address mastery of CCSS (Teachers, Directors)  
All online software will be reviewed to ensure alignment to CCSS (Director of Blended Learning)  
Professional development will be provided on the CCSS (VP of Instruction, Directors)  
Student will be assessed weekly, at the end of each unit, and quarterly on CCSS (Students, Teachers) | Quarterly review of assessment results, review of lesson plans, and calendar and rosters from professional development activities. |
| EL students have access to CCSS | Each year of the charter EL students will have access to the Common Core State Standards | Specific lesson plans will be submitted to review lesson objectives and small group instruction to address CCSS for ES students (Teachers, Directors)  
El Achieve will be used as a text to provide support for the CCSS geared toward instruction for EL students (Teachers)  
EL students will receive additional intervention during and afterschool on concepts from the CCSS (Teachers/Afterschool Program) | EL student’s performance on CELDT, EL Achieve curriculum assessments, and ELD folders |
| Implementation of ELD standards | Each year of the charter ELD standards will be implemented to increase EL proficiency | Weekly lesson plans will be submitted to review lesson objectives that address mastery of ELD standards (Teachers, Directors)  
Curriculum will be adopted and implemented based on ELD standards (Director, Home Office Designee)  
EL students will be assessed frequently to determine their progress to proficiency  
The person responsible for monitoring the EL Program at VPES is the Instructional Specialist | EL student’s performance on CELDT, EL Achieve curriculum assessments, and ELD folders |
<table>
<thead>
<tr>
<th>STATE PRIORITY #3 PARENT INVOLVEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SUB-PRIORITY</strong></td>
</tr>
</tbody>
</table>
| Parents as decision makers | Each year of the charter parents will be included in decision making at both the district and school level | Parents will serve as members of the School Site Council  
Parents will serve as grade level chairpersons (Director)  
Parents will meet as a grade level monthly to make grade level decisions (Parent Liaison)  
Parent Liaisons will meet with grade level chairs no less than 4 times per school year (Parent Liaison)  
Parents are invited to meet with director monthly (Director) | Minutes from School Site Council Meetings, agendas from PIM and Grade Level Meetings |
| Parents Involvement in programs | Each year of the charter parents will participate and be involved in school programs through volunteer opportunities on a monthly basis | Parents will volunteer at least 40 hours per school year/ 4 hours per month (Director, Parent Liaison)  
Parents serve as members of the School Site Council (Directors) | Log of volunteer hours and roster from School Site Council |
| Parent input to administration | Each year of the charter parents will meet monthly and provide input to the school administration | Minutes from grade level meetings will be submitted and reviewed (Grade Level Chairs/Director)  
Parents are invited to meet with director monthly – Moms and Muffins/Dads and Donuts etc. (Director)  
Parent Information Meetings are held monthly (Parent Liaison, Director) | Sign-in sheets from Grade Level meetings and meetings with the administration |
#1 Annual Goal – Increase the amount of students scoring Achievement Level Descriptor (ALD) 3 or higher on the Smarter Balanced Assessment by 5% each year of the charter.

**Method of Measurement** – Smarter Balanced Assessment Result

<table>
<thead>
<tr>
<th>Goals</th>
<th>Pupil Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schoolwide</td>
<td>ALD 3 or higher than 55%</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>ALD 3 or higher than 40%</td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td>ALD 3 or higher than 40%</td>
</tr>
<tr>
<td>English Learners</td>
<td>ALD 3 or higher than 50%</td>
</tr>
<tr>
<td>African American</td>
<td>ALD 3 or higher than 55%</td>
</tr>
</tbody>
</table>

To the extent that the targets set forth in the charter do not meet state requirements, the state targets shall supersede the state standardized assessments goals here in the chart.

By the end of the charter term our goal is an API of at least 860.

#2 Annual Goal - Each year of the charter the percentage of English Learners who are classified will increase by 3% each year of the charter. This will be tracked to measure progress based on El Achieve Assessments and CELDT based on the number of students assessed.

**Method of Measurement** – CELDT Test Results and EL folder

<table>
<thead>
<tr>
<th>Goals</th>
<th>Pupil Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Learners</td>
<td>27% 24% 21% 18% 15%</td>
</tr>
</tbody>
</table>
### STATE PRIORITY #4 STUDENT ACHIEVEMENT

<table>
<thead>
<tr>
<th>Goals</th>
<th>Pupil Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>#3 Annual Goal School-wide</td>
<td></td>
</tr>
<tr>
<td>Each year of the charter 100% of the 5th grade students will culminate at the end of school year demonstrating academic achievement in the core subject areas</td>
<td></td>
</tr>
<tr>
<td>Method of Measurement – Final grades and report cards</td>
<td></td>
</tr>
<tr>
<td>Schoolwide</td>
<td>100%</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>100%</td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td>98%</td>
</tr>
<tr>
<td>English Learners</td>
<td>100%</td>
</tr>
<tr>
<td>African American</td>
<td>100%</td>
</tr>
</tbody>
</table>

### STATE PRIORITY #5 SCHOOL ENGAGEMENT

<table>
<thead>
<tr>
<th>Goals</th>
<th>Pupil Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual Goal - Each year of the charter school-wide the attendance rate will increase by .4% to address chronic absenteeism each year.</td>
<td></td>
</tr>
<tr>
<td>Method of Measurement - Monthly, Quarterly, and Annual ADA Report</td>
<td></td>
</tr>
<tr>
<td>Schoolwide</td>
<td>95%</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>95%</td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td>95%</td>
</tr>
<tr>
<td>English Learners</td>
<td>95%</td>
</tr>
<tr>
<td>African American</td>
<td>95%</td>
</tr>
<tr>
<td>SUB-PRIORITY</td>
<td>ANNUAL GOAL</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Student suspension rates</td>
<td>Each year of the charter the student suspension rate will decrease by .25%</td>
</tr>
<tr>
<td></td>
<td>Last year our suspension rate was less than 6% but more than 5%.</td>
</tr>
<tr>
<td>2014-15</td>
<td>5%</td>
</tr>
<tr>
<td>2015-16</td>
<td>4.75%</td>
</tr>
<tr>
<td>2016-17</td>
<td>4.40%</td>
</tr>
<tr>
<td>2017-18</td>
<td>4.25%</td>
</tr>
<tr>
<td>2018-19</td>
<td>4.0%</td>
</tr>
<tr>
<td>Student expulsion rates</td>
<td>Each year of the charter the expulsion rate will decrease by .25%</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>2014-15</td>
<td>.1%</td>
</tr>
<tr>
<td>2015-16</td>
<td>.09%</td>
</tr>
<tr>
<td>2016-17</td>
<td>.075%</td>
</tr>
<tr>
<td>2017-18</td>
<td>.05%</td>
</tr>
<tr>
<td>2018-19</td>
<td>.05%</td>
</tr>
</tbody>
</table>
VPES has a “strategy-sharing” among the staff in order to allow best practices of behavior management to be available to colleagues.

Alternative to expulsion training on an annual basis (Dean, Counselor, Teachers Director)

| School safety and connectedness | Each year of the charter the school safety plan will be reviewed and revised to ensure connectedness to the stakeholders by creating a Safety Cadre to address any and all concerns. Stakeholders include but are not limited to, teachers, parents, students, office employees, School Site Council, cadre leaders, and the community. | Each summer the staff will attend School Safety Training (online and in person) for no less than 4 hours (All School Staff) Monthly earthquake and fire drills will be conducted (Director, Office Manager) Each fall the school will submit their safety plan to the ICEF Home Office for review (Director, Home Office Designee) | Professional Development agendas, annual drill calendars and drill feedback form |

### STATE PRIORITY #7 STUDENT ACCESS

<table>
<thead>
<tr>
<th>SUB-PRIORITY</th>
<th>ANNUAL GOAL</th>
<th>SPECIFIC ANNUAL ACTION TO ACHIEVE ANNUAL GOALS</th>
<th>METHOD OF MEASUREMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student access</td>
<td>Each year of the charter all students will have access to all subject areas</td>
<td>Student schedules will be reviewed at least 3 weeks prior to the start of the semester to confirm all students are programed in all subject areas (Office Manager, Director)</td>
<td>Student, teacher, course, and grade level schedules</td>
</tr>
<tr>
<td>Programs and services for special education students</td>
<td>Each year of the charter all students who are eligible for special education will be provided programs and services</td>
<td>Special Education Students will receive push-in and small group instruction (RSP Teacher) Review Special Education funding and allocations annually</td>
<td>Resource Specialist Calendar, 311 Report Log for DIS providers</td>
</tr>
</tbody>
</table>
(Director, Chief Financial Officer, VP of Schools)

Review Welligent Tracking System to ensure that students are receiving services daily/weekly (RSP Teacher)

RSP Teachers are to provide daily entries and students records are to be reviewed weekly.

Run 311 Report from Wellignet twice a month to (Director)

<table>
<thead>
<tr>
<th>STATE PRIORITY #8 STUDENT OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>------------------------------------</td>
</tr>
<tr>
<td>#1 Annual Goal - Using the adaptive online software program iStation the goal is reduce the amount of students scoring Tier 3 by 10% annually</td>
</tr>
<tr>
<td>Method of Measurement – iStation student results, unit assessments, chapter tests, benchmark assessments</td>
</tr>
<tr>
<td>Schoolwide</td>
</tr>
<tr>
<td>Students with Disabilities</td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
</tr>
<tr>
<td>English Learners</td>
</tr>
<tr>
<td>African American</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STATE PRIORITY #8 STUDENT OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>------------------------------------</td>
</tr>
<tr>
<td>#2 Annual Goal - Using the adaptive online software program Dreambox the goal is for 100% of student to complete the program on grade level respective to their current grade</td>
</tr>
<tr>
<td>Method of Measurement - Assessment results from Dreambox, chapter tests, benchmark assessments</td>
</tr>
<tr>
<td>Schoolwide</td>
</tr>
</tbody>
</table>
STATE PRIORITY #8 STUDENT OUTCOMES

<table>
<thead>
<tr>
<th>Goals</th>
<th>Pupil Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>#3 Annual Goals - Each year of the charter bi-annually students will participate in physical fitness tests to establish lifetime habits of regular physical activity</td>
<td></td>
</tr>
<tr>
<td>Method of Measurement - Results from FitnessGram Test</td>
<td></td>
</tr>
<tr>
<td>5\textsuperscript{th} Grade student</td>
<td>70%</td>
</tr>
</tbody>
</table>

INSTRUCTIONAL DESIGN

View Park Preparatory Accelerated Charter Elementary School is a learning environment that focuses on providing an enriched, standards-based curriculum. View Park Preparatory Accelerated Charter Elementary School provides each student with powerful learning experiences that are differentiated to meet individual student needs. A combination of small-and large-group instruction is utilized to deliver the curriculum with one-on-one help, including mentoring assistance for those who are in need of additional support. View Park Preparatory Accelerated Charter Elementary School seeks to:

- Create small communities of learning where stable, close, mutually respectful relationships with adults and peers are considered fundamental for intellectual development and personal growth; and
- Teach a core academic program that utilizes research-based instructional practices and promotes artistic, scientific, and mathematical literacy, as well as critical thinking and reasoning.

View Park Preparatory Accelerated Charter Elementary School understands the importance of utilizing research-based instructional practices to promote student achievement. In order to address how learning best occurs, faculty will be trained to:

1. Utilize research based curriculum
2. Incorporate state standards into instruction
3. Align appropriate assessments to the state standards
4. Implement relevant, supplemental instructional programs that are aligned to standards and reflect research-based best practices
5. Design instruction that incorporates instructional strategies and curriculum as detailed in Whatever It Takes: How Professional Learning Communities Respond When Kids Don’t Learn by DuFour, Dufour, Eaker, and Karhanek; Classroom Instruction that Works, by
Backward Mapping/Backward Design
This process is one in which teachers start with the desired results (goals or standards) – and then derive the curriculum from the evidence of learning (performances) called for by the standard and the teaching needed to equip students to perform. There are three distinct stages of this process that View Park Preparatory Accelerated Charter Elementary School will use. The three stages are as follows:

Stage 1: Unpacking and Prioritizing State Content Standards:
Teachers and administrators will apply specific tools necessary to “unpack” and prioritize content standards. This is a necessary pre-requisite step to effectively designing assessments that are aligned to standards. Specifically, teachers will:
- Understand the three steps of the backward design process (identifying desired results, designing and aligning assessments to those results, differentiating instruction to meet the needs of all learners).
- Apply a concrete process for analyzing standards which helps teachers internalize the standards as well as determine the following information:
  - Level of thinking (based on Bloom’s Taxonomy) required by students to reach mastery of the standard (this will be tied to creating assessments)
  - The pre-release questions from the Smarter Balanced Assessment that relate to each strand of the current Common State Standards (this will be tied to creating assessments)
  - Identification of standards that will serve as “anchors” upon which units can be based. Other standards are tied to these “anchor” standards within each unit designed by teachers (this will be tied to creating assessments for units as well as individual lessons within the unit).
  - Teachers in each of the content areas, including Physical Education, Visual and Performing Arts and Technology will use the Common Core Standards as part of this process. Please see the attached ICEF Transition to Common Core Standards Plan which is attached to this petition.

Stage 2: Aligning Assessments (formative and summative) to Common Core Standards
Teachers will design effective assessments that are aligned to standards and provide an accurate measure of a student’s ability to engage in the level of thinking that is required by each standard. Specifically, teachers will:
- Identify four overarching assessment methods (selected response, constructed response, performance assessment, and personal communication) from which to choose when designing standards-based assessments (both formative and summative) that include Common Core Standards.
- Analyze content standards to determine the “achievement target” embedded within each standard (achievement targets are the link between standards and assessment)
- Match an appropriate assessment method to each standard
- Establish and articulate clear criteria for reaching proficient performance on standards
Stage 3: Differentiating Instruction to Meet the Needs of All Learners

Teachers will design innovative instructional strategies by:

- Differentiating the content, process, and products delivered to students in order to provide equal access to standards-based education for all learners (including English language learners and students with special needs)
- Writing effective standards-based lesson plans that include technology and performance tasks
- Exploring how all learners (including ELLs and special needs students) vary in their readiness, interests and learning profiles.
- Using a repertoire of research-based instructional strategies proven to increase student achievement in a standards-based system (e.g. latest research from Marzano, Pickering, Pollock, Schmoker, Tomlinson)
- Ensuring that all coursework will involve a rich repertoire of instructional strategies, curriculum, and materials. Many of the sample instructional strategies listed below incorporate one or more of the nine research-based strategies proven to have a positive effect on student learning as described in Classroom Instruction that Works (Marzano, Pickering, Pollock, 2001). Sample instructional strategies will include:
  - Daily 5
  - Small projects and other ways of experiencing real-world problems
  - Collaborative investigations and demonstrations
  - Mini-lessons that address specific skills within the context of larger projects
  - Giving guidance and adequate time to self-reflect and self-assess
  - Democratic classrooms and school structure
  - Authentic assessments
  - Direct instruction
  - Research based projects
  - Cooperative group work and projects
  - Inter-disciplinary approaches to curriculum
  - The presentation of clearly defined “Learning Targets” for all students by all teachers
  - Rubric self-assessment
  - The involvement of parents and utilizing community resources as educational partners in instructional presentation
  - mentoring programs
  - peer study groups
  - Creating learning experiences that promote understanding, interest, and excellence
  - Innovating and enhancing current standards-based adopted programs

As a result of implementing and using this process, educational objectives become the criteria by which materials are selected, content is outlined, instructional procedures are developed, and tests and examinations are prepared. Teachers will use the process on a continual basis to evaluate if students are mastering content. Thus, the process will serve as the vehicle for ongoing conversations among and between grade levels at View Park Preparatory Accelerated Charter Elementary School. Specifically, all teachers will be charged with the responsibility of meeting weekly, as a staff, to engage in lesson study and the examination of student work in order to critically examine lessons to determine their effectiveness.
**Curriculum and Instruction**

View Park Preparatory Accelerated Charter Elementary School places a high value on the quality, condition and availability of textbooks for all students. Textbooks and ancillary materials in English Language Arts, Mathematics, Social Studies, English Language Development and Science are selected with a strong focus toward alignment to Common Core State standards.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Measurable Outcomes</th>
<th>Assessment Tools</th>
</tr>
</thead>
</table>
| **English**            | Improvement in reading, writing, listening, comprehension, speaking skills, comprehension of informational test, and grammar. | - Benchmark Exams  
- Diagnostic Exams  
- iStation  
- Study Island  
- Performance Tasks  
- Writer’s Workshop  
- Student Report Cards  
- Interim and Progress  
- Assessments |
| **Science**            | Through investigation and experimentation students will understand the principles of earth science, life science, and physical science. | - Benchmark Exams (for 5th grade)  
- Bellworks  
- California Standards Test  
- (as mandated, i.e., 5th grade Life Science)  
- Student Report Cards |
| **Math**               | Students will study mathematics, understanding the principles number sense, measurement and geometry, numbers and operations in base 10 and algebraic thinking, fractions, and data. | - Benchmark Exams  
- Diagnostic Exams  
- Performance Tasks  
- Student Report Cards  
- Dream Box  
- Assessments |
| **Social Studies**     | Students will demonstrate such skills as historical interpretations, geographic mapping note-taking, classifying and categorizing, artistic chronology, and timelines. | - Students Reports Cards  
- Assessments |
| **Visual Arts**        | Students will have the opportunity to learn how to draw, paint, sculpt, and animate. | - Performance Tasks  
- Student Report Cards  
- Assessments and Projects |
| **Dance**              | Students will have the opportunity to learn how to play a musical instrument, sing in a choir, and perform in a jazz band. | - California Standards (VAPA), |
| **Physical Education** | Students will develop a life long approach to physical fitness. Sportsmanship and teamwork will be prized attributes in all competitive activities. Students will learn about nutrition and health as well as engage in weekly aerobic and team building activities. | - Report Cards  
- Fitness Tests (5th grade) |
In addition to the instructional materials above View Park Preparatory Accelerated Charter Elementary School will use:

1. Core Knowledge Program for English Language Arts Enrichment. Core Knowledge complements the skills-based curriculum of Imagine It by providing carefully sequenced and challenging knowledge in which to ground skills instruction. Core Knowledge was started by Professor E. D. Hirsch, Jr., author of Cultural Literacy and The Schools We Need, and is based on a large body of research in cognitive psychology, as well as a careful examination of several of the world's fairest and most effective school systems. Professor Hirsch has argued that, for the sake of academic excellence, greater fairness, and higher literacy, early schooling should provide a solid, specific, shared core curriculum in order to help children establish strong foundations of knowledge. After
wide consultation, the content of this core curriculum has been outlined in two books — the Core Knowledge Preschool Sequence and the Core Knowledge Sequence, K–8 — that state explicitly what students should learn at each grade level. Currently, hundreds of schools and thousands of dedicated educators are participating in this school reform movement throughout the United States.

2. The View Park Preparatory Accelerated Charter Elementary School Computer Lab will be used by grades K-5 regularly. Lab lessons are connected to the classroom curriculum and the California State Content Standards. Classroom teachers meet with the technology teacher to discuss how technology can best be used to expand various subjects. Keyboard and typing skills are also reviewed and reinforced at each level. As students continue the use of technology this is further prepare them for the Smarter Balanced Assessment. Finally, safe and proper use of technology equipment is always a priority in the computer lab.

Grade Level Focus K-5

Kindergarten

Basic operations and concepts

Students will be able to independently start a program and select an option from a menu driven program. Students will use both hands and press the space bar with their thumbs when working with word processing. Students will be able to click and drag the mouse to run a program.

Technology productivity tools
Students will begin to type letters and words.

Technology communications tools
Students will use graphic software to represent and idea or concept. (Such as KidPix or Kidspiration.)

First Grade

Basic operations and concepts
Students will be able to independently start and use appropriate, menu driven educational software and log off when finished. Students will know the position and how to use the ESC, ENTER, DELETE and BACKSPACE, CTRL, SHIFT, CAPS LOCK, and ALT. keys. Students will begin to use printers

Technology productivity tools
Students will begin to use word processing software to enter, save, and print text.

Technology communications tools
Students will use graphic software to create simple pictures and documents.

Second Grade
**Basic operations and concepts**
Students will be able to identify and describe the function of the following computer components in simple terms: keyboard, monitor, screen, hard drive, CD-ROM disk, CD-ROM drive, mouse, and printer.
Students will be able to log on to a computer, start and use menu driven educational software and will follow procedures to shut down and/or log off equipment.
Students will learn the general location of the letter and number keys on a computer.
Students will be able to print successfully.

**Technology productivity tools**
Students will use word processing software to enter, save, and print text.

**Technology communications tools**
Students will use graphics/presentation software to design, save, and print/display a document.

**Third Grade**

**Basic operations and concepts**
Students will know the location of letter keys, number keys, and special keys.

**Social, ethical, and human issues**
Students will recognize and cite the title of reference materials and images.

**Technology productivity tools**
Students will use a word processor to enter, edit, store, retrieve, and print text in support of various written communication activities.

**Technology communications tools**
Students will begin to use presentation software to produce a simple project based on a template or model. (Kidpix, PowerPoint)

**Fourth Grade**

**Basic operations and concepts**
Students will access and save files in personal and shared locations on the network.
Students will practice basic keyboarding skills by using both hands and the home row keys.

**Social, ethical, and human issues**
Students will include citations in documents and projects with assistance and models (title and date).

**Technology productivity tools**
Students will use editing and formatting tools to revise their documents (spell check, cut, copy, paste, alignment, font and size).
Technology communications tools
Students will use multimedia software programs for projects and will be able to insert, manipulate, resize and edit graphics and text.

Fifth Grade

Basic operations and concepts
Students will explain and describe technology terms and functions including network drives, search engines, telecommunications, netiquette, videoconferencing, etc.
Students will be able to use computer peripherals such as a scanner or digital camera.
Students will demonstrate learned keyboarding skills by typing without looking at the keys.

Social, ethical and human issues
Students will include citations in documents and projects when appropriate.

Technology productivity tools
Students will use editing and formatting tools (spell check, thesaurus, delete/insert, clipart, cut, copy, paste, alignment, font and size, and line spacing) correctly to create a final copy of a written document.

Technology communication tools
Students will plan and create a multimedia project that includes text, graphics, and sound.

Since the shift to Common Core State Standards at View Park Preparatory Accelerated Charter Elementary School there is an intense focus on Mathematics and English Language/Literacy. The twelve shifts that Common Core requires for alignment in terms of curricular materials and instruction include:

English Language and Literacy:

<table>
<thead>
<tr>
<th>Topic of Understanding</th>
<th>Teachers and Students Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Balancing Informational and Literary Text</td>
<td>Students read a true balance of informational and literary texts.</td>
</tr>
<tr>
<td>2. Knowledge in the Disciplines</td>
<td>Students build knowledge about the world through text rather than the teacher or activities.</td>
</tr>
<tr>
<td>3. Staircase to Complexity</td>
<td>Students read the central, grade appropriate text around which instruction is centered. Teachers are patient, create more time and space and support in the curriculum for close reading.</td>
</tr>
<tr>
<td>4. Text-Based Answers</td>
<td>Students engage in rich and rigorous evidence based conversations about text.</td>
</tr>
</tbody>
</table>
5. **Writing from Sources**

Students writing emphasizes use of evidence from sources to inform or make an argument.

6. **Academic Vocabulary**

Students constantly build the transferable vocabulary they need to access grade level complex texts.

---

**Mathematics:**

<table>
<thead>
<tr>
<th>Topic of Understanding</th>
<th>Teacher and Student Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Focus</td>
<td>Teachers will significantly narrow and deepen the scope of how time and energy is spent in the math classroom. They do so in order to focus deeply on only the concepts that are prioritized in the standards. Teachers will focus on small-group instruction and utilize technology to target students’ needs. Teachers will plan using data-driven instruction. Performance tasks will be utilized.</td>
</tr>
<tr>
<td>2. Coherence</td>
<td>Teachers carefully connect the learning within and across grades so that students can build new understanding onto foundations built in previous years.</td>
</tr>
<tr>
<td>3. Fluency</td>
<td>Students are expected to have speed and accuracy with simple calculations; teachers structure class time and/or homework time for student to memorize, through repetition, and core functions.</td>
</tr>
<tr>
<td>4. Deep Understanding</td>
<td>Students deeply understand and can operate easily within a math concept before moving on. They learn multiple ways to solve for the answer.</td>
</tr>
<tr>
<td>5. Application</td>
<td>Students are expected to use math and choose the appropriate concept for application even when they are not prompted to do so.</td>
</tr>
<tr>
<td>6. Dual Intensity</td>
<td>Students are practicing and understanding. There is more than a balance between these two things in the classroom-both are occurring with intensity.</td>
</tr>
</tbody>
</table>

Due to the shift in Mathematics teachers will work to ensure that students are understanding, comprehending and adhering to Mathematical Practice Standards:
1. Make sense of problems and persevere in solving them
2. Reason abstractly and quantitatively
3. Construct viable arguments and critique the reasoning of others.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for an express regularity in repeated reasoning.

**Intervention Strategies**

Intervention strategies implemented at View Park Preparatory Charter Elementary School to increase student proficiency levels include:

- Instructional Assistants are leveraged to provide small group instruction within core classes.
- Regular communication between school and home is maintained through weekly grade level newsletters that inform parents about ways of supporting learning outside the classroom.
- Each student takes home a Friday Assessment Folder to share weekly assessment tests and scores, unit assessment tests and scores and/or teacher created assessments and scores. The student and family are encouraged to look over assessments, correct errors and practice at home.
- Monthly Parent Information Meetings (PIM) are held to communicate academic and school culture development.
- Monthly parent education courses are available sponsored by Youth Policy Institute (YPI).
- Teachers conference one-on-one with parents and students.
- Technology and computer based programs are utilized, such as Starfall, Raz-Kids, Reading A-Z, Istation, DreamBox, and IXL.
- The Blended Learning Model has been implemented to differentiate instruction and encourage small group learning.
- Students participate in Saturday School which reinforces and reteaches core skills.
- After school, small group tutoring is available to reteach core skills.
- Data driven instruction is used to properly respond to all students’ needs.
- Student Success Team meetings analyze the child as a whole and develop an individualized intervention plan that is monitored every 6-8 weeks.
- Daily5 implementation provides differentiated instruction in English-Language Arts.

**Transitional Kindergarten**

Senate Bill (SB) 1381 (Chapter 705, Statues of 2010) amended California Education Code (EC) (Section 46300, 48000, and 48010) to change the required birthday for admission to kindergarten and first grade and established a transitional kindergarten program beginning in the 2012–2013 school year. A child shall be admitted to a kindergarten maintained by the school district at the beginning of a school year, or at a later time in the same year if the child will have his or her fifth birthday on or before one of the following dates (EC 48000[a]):

- For the 2013-14 school year the date is October
- For the 2014-15 school year and each school year thereafter the date is September 1.

A transitional kindergarten is the first year of a two-year kindergarten program that uses a modified kindergarten curriculum that is age and developmentally appropriate. Pursuant to law, EC 48000[c], a child is eligible for transitional kindergarten if a child will have his or her fifth birthday between:

- For the 2013-14 school year October 2 and December 2 (*Inclusive*)
For the 2014-15 school year and each school year thereafter September 2 and December 2. 
(Inclusive)

The number of required instructional minutes for transitional kindergarten is 36,000 minutes per year. The minimum length of instructional time that must be offered to constitute a school day is 180 minutes. (EC sections 46117 and 46201)

The TK program is two-year long program. The first year utilizes the Kindergarten level California State Content Standards adapted to be developmentally appropriate for all academic subjects, including language arts and math. The program is designed to give those students who need it, the academic, social, emotional and transitional support that they will need to succeed in the rigorous ICEF Accelerated Kindergarten Program. The extra year of support also helps to avoid retention in later grades. The second year of the program, students move into the ICEF Accelerated Kindergarten.

### Academic Calendar and Schedules

View Park Preparatory Accelerated Charter Elementary School exceeds the State requirements for the number of instructional days and minutes for our students, K = 36,000 minutes, 1-3 = 50,400 minutes, 4-5 = 54,400 minutes delivered in a minimum of 180 instructional days. View Park Preparatory Accelerated Charter Elementary School shall offer, at minimum, the number of instructional minutes set forth in Education Code § 47612.5. Minimum days on which professional development is provided occur every Wednesday. There are a total of 38 scheduled minimum days. In addition, the School Director will schedule up to ten additional minimum days that are currently "at their discretion" based on school site specific needs. They could be used as half days before holidays, for testing, at finals, or they may choose not to use any of the discretionary minimum days, in which case the school will exceed our expected instructional minutes.

<table>
<thead>
<tr>
<th>School Year Begins</th>
<th>August 12, 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Labor Day (No School)</td>
<td>September 1, 2014</td>
</tr>
<tr>
<td>Pupil Free Day (No School)</td>
<td>September 29, 2014</td>
</tr>
<tr>
<td>Columbus Day (No School)</td>
<td>October 13, 2014</td>
</tr>
<tr>
<td>Veteran’s Day (No School)</td>
<td>November 10, 2014</td>
</tr>
<tr>
<td>Pupil Free Day</td>
<td>Dec 1, 2014</td>
</tr>
<tr>
<td>King Holiday (No School)</td>
<td>January 19, 2015</td>
</tr>
<tr>
<td>President’s Day (No School)</td>
<td>February 16, 2015</td>
</tr>
<tr>
<td>Spring Break (No School)</td>
<td>March 30 – April 3, 2015</td>
</tr>
<tr>
<td>Memorial Day (No School)</td>
<td>May 25, 2015</td>
</tr>
<tr>
<td>Minimum Day (School Year Ends)</td>
<td>June 5, 2015</td>
</tr>
</tbody>
</table>

A more complete version of the academic calendar is attached to this petition.
**Daily Schedule**
The school day will begin at 7:50 am and conclude at 3:00 pm. Instruction begins at 8:00 am. Each day will include a 45 minute lunch and a 20 minute break. The total number of offered daily instructional minutes under this schedule is 335 instructional minutes for kindergarten, and 360 instructional minutes for grades 1-5. Minimum days provide 250 instructional minutes for grades K-5.

**Kindergarten/TK Schedule at a Glance:**
- Total Minimum Days: 48 (48 x 250 minutes = 12,000)
- Total Regular Days: 137 (132 x 335 minutes = 44,220)
- Total: 12,000 + 45,540 = 54,900 minutes

<table>
<thead>
<tr>
<th>Full Day Instructional Minutes: 335 min/day</th>
<th>Minimum Day Instructional Minutes: 250 min/day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten regular, full day schedule is 8:00 a.m. to 2:45 p.m. &amp; 20 minute morning recess &amp; 45 minute lunch &amp; 20 minute afternoon recess = 325 minutes of instruction per day.</td>
<td>Kindergarten Regular, Full Day Schedule: is 8:00 a.m. to 12:30 p.m., 30 minute lunch and 20 minute recess = 250 minutes of instruction per day.</td>
</tr>
<tr>
<td>School Assembly</td>
<td>7:50 – 8:00 a.m.</td>
</tr>
<tr>
<td>ELD</td>
<td>8:00 - 8:15 a.m.</td>
</tr>
<tr>
<td>Math (My Math)</td>
<td>8:20-9:20 a.m.</td>
</tr>
<tr>
<td>Phonics</td>
<td>9:20 – 9:40 a.m.</td>
</tr>
<tr>
<td>Nutrition Break</td>
<td>9:40 – 10:00 a.m.</td>
</tr>
<tr>
<td>Math Meeting</td>
<td>10:00-10:20 a.m.</td>
</tr>
<tr>
<td>Imagine It (Reading and Language Arts)</td>
<td>10:20 – 11:00 p.m.</td>
</tr>
<tr>
<td>Writing</td>
<td>11:00 – 11:45 p.m.</td>
</tr>
<tr>
<td>Lunch</td>
<td>11:45 – 12:30 p.m.</td>
</tr>
<tr>
<td>Centers/Science/Social Studies</td>
<td>1:15 – 2:20 p.m.</td>
</tr>
<tr>
<td>Community Circle (pack up for the day)</td>
<td>2:20 – 2:40 p.m.</td>
</tr>
<tr>
<td>Dismissal</td>
<td>2:45 p.m.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Grade 1 Schedule at a Glance**
- Total Minimum Days: 48 (48 x 250 minutes = 12,000)
- Total Regular Days: 137 (132 x 335 minutes = 44,220)
- Total: 12,000 + 47,520 = 42,900 minutes

<table>
<thead>
<tr>
<th>Full Day Instructional Minutes: 335 min/day:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 1’s regular, full day instructional schedule is 8:00 a.m. to 2:45 p.m. &amp; 20 minute morning recess &amp; 45 minute lunch = 335 minutes of instruction per day.</td>
</tr>
<tr>
<td>School Assembly</td>
</tr>
<tr>
<td>Unpack /Journal</td>
</tr>
<tr>
<td>Math</td>
</tr>
<tr>
<td>Recess</td>
</tr>
<tr>
<td>Phonics</td>
</tr>
<tr>
<td>Class</td>
</tr>
<tr>
<td>-----------------------</td>
</tr>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Lunch</td>
</tr>
<tr>
<td>ELD</td>
</tr>
<tr>
<td>Writing/Grammar</td>
</tr>
<tr>
<td>Science/Social Studies</td>
</tr>
<tr>
<td>Art/PE/Dance</td>
</tr>
<tr>
<td>Pack up and Dismissal</td>
</tr>
</tbody>
</table>

### Minimum Day Instructional Minutes: **250 min/day**

Grade 1’s minimum day schedule is 8:00 a.m. to 12:30 p.m. & 20 minute recess and 30 minute lunch = 250 minute of instruction per day.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Assembly</td>
<td>7:50 a.m. – 8:00 a.m.</td>
</tr>
<tr>
<td>Unpack /Journal</td>
<td>8:00-8:20 a.m.</td>
</tr>
<tr>
<td>Math</td>
<td>8:25-9:35 a.m.</td>
</tr>
<tr>
<td>Recess</td>
<td>9:40 – 10:00 a.m.</td>
</tr>
<tr>
<td>Phonics</td>
<td>10:00 – 11:00 a.m.</td>
</tr>
<tr>
<td>Reading</td>
<td>11:00-11:30 p.m.</td>
</tr>
<tr>
<td>Writing/Grammar</td>
<td>11:30 – 12:15 p.m.</td>
</tr>
<tr>
<td>Lunch</td>
<td>12:00 – 12:30 p.m.</td>
</tr>
</tbody>
</table>

### Grade 2 Schedule at a Glance

- Total Minimum Days: 48 (48 x 260 minutes = 12,480)
- Total Regular Days: 137 (132 x 350 minutes = 46,200)
- Total: 12,480+46,200 = 58,680 minutes

<table>
<thead>
<tr>
<th>Class</th>
<th>Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Assembly</td>
<td>7:50 – 8:00 a.m.</td>
</tr>
<tr>
<td>Morning Business</td>
<td>8:00 -8:30 a.m.</td>
</tr>
<tr>
<td>PE/Art/Dance</td>
<td>8:30 – 9:10 a.m.</td>
</tr>
<tr>
<td>Math</td>
<td>9:10 – 10:00 a.m.</td>
</tr>
<tr>
<td>Recess</td>
<td>10:00 – 10:20 a.m.</td>
</tr>
<tr>
<td>ELA/ Phonics</td>
<td>10:20 – 12:00 p.m.</td>
</tr>
<tr>
<td>Lunch</td>
<td>12:00 – 12:45 p.m.</td>
</tr>
<tr>
<td>ELD</td>
<td>12:45 – 1:05 p.m.</td>
</tr>
<tr>
<td>Grammar/Writing</td>
<td>1:05 – 2:00 p.m.</td>
</tr>
<tr>
<td>Science/Social Studies</td>
<td>2:00-2:45 p.m.</td>
</tr>
<tr>
<td>Pack up/ Review/Dismissal</td>
<td>2:50-3:00 p.m.</td>
</tr>
</tbody>
</table>

### Full Day Instructional Minutes: **350 min/day**

Grade 2’s regular, full day schedule is 8:00 a.m. to 3:00 p.m. & 20 minute morning recess & 45 minute lunch = 350 minutes of instruction per day.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Assembly</td>
<td>7:50 – 8:00 a.m.</td>
</tr>
<tr>
<td>Morning Business</td>
<td>8:00-8:30 a.m.</td>
</tr>
<tr>
<td>Math</td>
<td>8:25-9:35 a.m.</td>
</tr>
<tr>
<td>Recess</td>
<td>9:40 – 10:00 a.m.</td>
</tr>
<tr>
<td>Phonics</td>
<td>10:00 – 11:00 a.m.</td>
</tr>
<tr>
<td>Reading</td>
<td>11:00-11:30 p.m.</td>
</tr>
<tr>
<td>Writing/Grammar</td>
<td>11:30 – 12:15 p.m.</td>
</tr>
<tr>
<td>Lunch</td>
<td>12:00 – 12:30 p.m.</td>
</tr>
</tbody>
</table>

### Minimum Day Instructional Minutes: **260 min/day**

Grade 2’s minimum day schedule is 8:00 a.m. to 12:45 p.m. & 20 minute recess = 260 minutes of instruction per day.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Assembly</td>
<td>7:50 – 8:00 a.m.</td>
</tr>
<tr>
<td>Morning Business</td>
<td>8:00 -8:30 a.m.</td>
</tr>
<tr>
<td>Grammar/Writing</td>
<td>8:30 – 9:10 a.m.</td>
</tr>
<tr>
<td>Math</td>
<td>9:10 – 10:00 a.m.</td>
</tr>
<tr>
<td>Recess</td>
<td>10:00 – 10:20 a.m.</td>
</tr>
<tr>
<td>ELA/ Phonics</td>
<td>10:20 – 12:00 p.m.</td>
</tr>
<tr>
<td>Lunch</td>
<td>12:00 – 12:45 p.m.</td>
</tr>
<tr>
<td>English Language Arts</td>
<td>12:00- 12:45 p.m.</td>
</tr>
</tbody>
</table>
### Full Day Instructional Minutes: 350 min/day
Grade 3’s regular, full day schedule is 8:00 a.m. to 3:00 p.m. & 20 minute morning recess & 45 minute lunch = 350 minutes of instruction per day.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Assembly</td>
<td>7:50 a.m. – 8:00 a.m.</td>
</tr>
<tr>
<td>Journal</td>
<td>8:00 -8:30 a.m.</td>
</tr>
<tr>
<td>Grammar</td>
<td>8:30 – 9:00 a.m.</td>
</tr>
<tr>
<td>ELA</td>
<td>9:00 – 10:00 a.m.</td>
</tr>
<tr>
<td>Recess</td>
<td>10:00-10:20 a.m.</td>
</tr>
<tr>
<td>Mathematics</td>
<td>10:25 – 11:20 a.m.</td>
</tr>
<tr>
<td>Lunch</td>
<td>11:20 – 12:05 a.m.</td>
</tr>
<tr>
<td>ELD</td>
<td>12:05 – 12:30 p.m.</td>
</tr>
<tr>
<td>Writing</td>
<td>12:30 – 1:30 p.m.</td>
</tr>
<tr>
<td>Science/Social Studies</td>
<td>1:30-2:25 p.m.</td>
</tr>
<tr>
<td>Review</td>
<td>2:25 – 2:55 p.m.</td>
</tr>
<tr>
<td>Dismissal</td>
<td>2:55 – 3:00 p.m.</td>
</tr>
</tbody>
</table>

### Minimum Day – 260 minutes
Grade 3’s minimum day schedule is 8:00 a.m. to 12:45 p.m. & 20 recess 45 minute lunch = 260 minutes of instruction per day.

<table>
<thead>
<tr>
<th>Activity</th>
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</tr>
</thead>
<tbody>
<tr>
<td>School Assembly</td>
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</tr>
<tr>
<td>Journal</td>
<td>8:00 -8:30 a.m.</td>
</tr>
<tr>
<td>Grammar</td>
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</tr>
<tr>
<td>ELA</td>
<td>9:00 – 10:00 a.m.</td>
</tr>
<tr>
<td>Recess</td>
<td>10:00-10:20 a.m.</td>
</tr>
<tr>
<td>Mathematics</td>
<td>10:25 – 11:20 a.m.</td>
</tr>
<tr>
<td>Lunch</td>
<td>11:20 – 12:05 a.m.</td>
</tr>
<tr>
<td>Review and Dismissal</td>
<td>12:05 – 12:45 p.m.</td>
</tr>
</tbody>
</table>

### Grades 4 and 5 Schedule at a Glance
- Total Minimum Days: 48 (48 x 260 minutes = 12,480)
- Total Regular Days: 137 (132 x 350 minutes = 46,200)
- Total: 12,480+46,200 = 58,680 minutes

### Full Day Instructional Minutes: 350 min/day
Grade 3’s regular, full day schedule is 8:00 a.m. to 3:00 p.m. & 20 minute morning recess & 45 minute lunch = 350 minutes of instruction per day.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Assembly</td>
<td>7:50 – 8:00 a.m.</td>
</tr>
<tr>
<td>Housekeeping</td>
<td>8:00 -8:10 a.m.</td>
</tr>
<tr>
<td>Spelling and Word Analysis</td>
<td>8:10 – 8:40 a.m.</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>8:40 – 9:10 a.m.</td>
</tr>
<tr>
<td>Writing</td>
<td>10:10 – 10:40 a.m.</td>
</tr>
<tr>
<td>Recess</td>
<td>10:40 – 11:00 p.m.</td>
</tr>
<tr>
<td>Math</td>
<td>11:00 – 12:15 p.m.</td>
</tr>
<tr>
<td>Lunch</td>
<td>12:15 – 1:00 p.m.</td>
</tr>
<tr>
<td>Science/Social Studies/Writing</td>
<td>1:00-1:30 p.m.</td>
</tr>
<tr>
<td>Art/PE/Dance</td>
<td>1:30-2:15 p.m.</td>
</tr>
<tr>
<td>ELD</td>
<td>2:15-2:45 p.m.</td>
</tr>
<tr>
<td>Pack up and Dismissal</td>
<td>2:50-3:00 p.m.</td>
</tr>
</tbody>
</table>

### Minimum Day Instructional Minutes: 260 min/day
Grade 4 & 5’s minimum day schedule is 8:00 a.m. to 12:45 p.m. 45 minute lunch 20 minute recess = 260 minutes of instruction per day.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Assembly</td>
<td>7:50 a.m. – 8:00 a.m.</td>
</tr>
<tr>
<td>Housekeeping</td>
<td>8:00 -8:10 a.m.</td>
</tr>
<tr>
<td>Math</td>
<td>8:10 – 9:10 a.m.</td>
</tr>
<tr>
<td>Grammar and Vocabulary</td>
<td>9:10 – 9:40 a.m.</td>
</tr>
<tr>
<td>Writing</td>
<td>9:40:10 – 10:10 a.m.</td>
</tr>
<tr>
<td>Science</td>
<td>10:10 – 10:40 p.m.</td>
</tr>
<tr>
<td>Recess</td>
<td>10:40 – 11:00 p.m.</td>
</tr>
<tr>
<td>Art/Dance</td>
<td>11:00 – 12:00 p.m.</td>
</tr>
<tr>
<td>Lunch and Dismissal</td>
<td>12:00-12:45 p.m.</td>
</tr>
</tbody>
</table>
PROFESSIONAL DEVELOPMENT

View Park Preparatory Accelerated Charter Elementary School involves all stakeholder groups in the school to identify the best teachers to deliver our instructional program. An extensive body of research shows that teacher quality is one of the most important factors related to increasing student achievement. Teachers who are committed, engaged and skillful in their approach to instruction have a powerful, long-term impact on their students’ lives. ICEF has identified teacher recruitment as an organizational priority and has developed a full human resources department in the back office to help reach our recruiting goals.

The key factors of success in recruiting are:

- Dedicated Human Resources Staff in the ICEF Home Office
- Centralizing all of the processing of new employees in the back office
- Good Internal Communication between the back office and school sites
- Casting a wide net for candidates using traditional and innovative outreach strategies
- Responsiveness to Candidates – timely return of calls and clear explanation of next steps to prospective candidates
- Rigorous evaluation and selection process

The Human Resources Department works with the Communications Department to raise awareness about ICEF public charter schools as early as November. Most of the hiring is done from March – June. They employ a broad range of outreach tactics, from cultivating individual networks to implementing print and on-line advertising campaigns. A wider pool of candidates will ultimately result in a higher quality of teachers hired. Primary outreach strategies include:

- Information sessions at colleges and graduate schools
- Partnerships with Teach for America, R.I.S.E. and Cal Teach
- Advertisements through organizations
- Newspaper and on-line advertising such as Craig’s List, Edjoin.org and Teacher-teachers.org
- Utilize the network of colleagues from our existing teaching staff

**Formalized Ongoing Professional Development Program**

View Park Preparatory Accelerated Charter Elementary School has implemented a comprehensive model of continuous school improvement which includes staff professional development as well as personalized coaching to help teachers implement concepts in their classroom in a practical way that meets their needs.

Every year since the inception of ICEF public charter schools, teachers have dedicated time during the summer, and throughout the school year, to professional development. Teachers returning to ICEF Public Schools have 200 total hours of professional development embedded within the year, consisting of: 40 hours prior to the start of school in August, 10 early release days (3.5 hours) spent in content area or grade level cadres across the organization, and 10 early release days (3.5 hours) spent on school site professional development. Early release days occur on Wednesdays when school ends at 12:30 or 12:45. Newly hired teachers have an additional 5 days of professional development prior to the start of school in August for a total of 240 hours of professional development.

View Park Preparatory Accelerated Charter Elementary School has identified the following topics for professional development:

- Teachers examine the backward design process and use specific tools (e.g. Bloom’s Taxonomy, Smarter Balanced Assessment) and critical questions to “unpack” and prioritize content standards.
- Teachers review their prioritized standards and work collaboratively to cluster standards around “big ideas.” The “big idea” or “key” standards will serve as anchors for units.
- Teachers analyze achievement targets embedded in standards, as well as assessment options available to them in order to design effective assessments that are aligned to standards.
- Teachers establish specific criteria that will be used to determine student proficiency on any given task (essay, projects, oral presentations, etc…) and then communicate the criteria to students prior to giving the assessment.
- Teachers will develop instructional techniques that are proven to have a positive effect on student achievement. Participants will also learn how to differentiate the strategies in order to meet the needs of students with special needs, English language learners and high achieving/talented students.
- Teachers use data from math assessments (weekly, iStation, Dreambox, Study Island to drive instruction, both whole group and small group instruction.

In addition to the formalized professional development objectives outlined in this charter petition, teachers are encouraged to share with the staff and the charter school director the areas where they feel a need for more support and professional development. Peer support teams, and informal and or formal interdisciplinary teams promote the school as a place for professional and personal growth for every staff member, as well as a place for learning for every student. Professional development is led by school site leaders, teacher content area leaders, and other curriculum specialists.

- Backward Mapping & Clustering Standards to Create Standards-Based Units
- Socratic Seminars/Toulmin Writing
- Classroom Management
- Content Specific Pedagogy (included within departmental planning meetings)
Embedded within the 200 hours of professional development are 40 hours solely designed for newly hired teachers. These teachers receive the following professional development:

- Backward Mapping & Clustering Standards to Create Standards-Based Units
- Classroom Management
- Content Specific Pedagogy (included within departmental planning meetings)
- Differentiated Instruction
- S.D.A.I.E. Training
- Embedding rigor in the curriculum
- Data-Driven Decision Making

**Professional Development – Prior to School Opening** In 2012-2013, prior to school opening in the Fall, three days were dedicated to Professional Development for new staff, followed by five days of professional development for all teachers. For the 2013-2014 school year, five days of Professional Development was provided for all new and returning staff. Professional development consists of workshops designed to help understand the ICEF mission, the Common Core State Standards, the ICEF Instructional Elements, effective instructional practices, and classroom management strategies.

**Professional Development - Early Release Days** All schools dismiss students at 12:30pm on Wednesdays to provide time for teachers to collaborate within and across grade levels and content areas. Professional development is focused on the Common Core State Standards, as well as the Teacher Effectiveness Framework. Workshops are led by school site Instructional Teams, teachers, and teacher leaders, and the Home Office Instructional Team.

**Data Days** - All ICEF teachers and administrators met to review benchmark assessment data four times during the year during Data Days. During these data review days, teachers met with their school sites and with their content areas to analyze student benchmark results. Assessments are administered in grades K-12 across all core content areas (where developmentally appropriate). The home office supports schools by consolidating results and providing technical support during the administration of the assessments. ICEF teachers and administrators will once again meet four times a year to analyze data. Data days will also include Professional Development aligned to the Common Core State Standards and the Teacher Effectiveness Framework to provide teachers with strategies to utilize in the classroom based on the assessment data.

**Director Retreat and Monthly Director Meetings** - According to research conducted by Paul Bambrick-Santoyo, as well as research from the Wallace Foundation, school success is highly contingent
upon the Principal’s effectiveness as an instructional leader. An effective instructional leader focuses on high leverage practices that keep a laser sharp focus on instruction – data analysis, lesson observation and feedback, curriculum planning, providing effective professional development, managing student and staff culture, and developing strong instructional leadership teams. Professional Development for Directors is focused on these high leverage practices. Directors participate in monthly professional development workshops, which include classroom learning walks, critical inquiry and consultancies to help Directors be more effective Instructional Leaders.

**BTSA Induction Program** - ICEF continues to provide beginning teachers with a pathway to their clear credential with its own state-approved BTSA program. Currently, 45 teachers are participating in the BTSA program and are receiving individualized coaching and mentoring. For those teachers who are not eligible for BTSA but are still new, individualized help may be requested or they may be referred by their principal to receive informal individualized mentoring by a master teacher. Teachers in the BTSA Induction Program are supported by a team of 19 mentors.

**MEETING THE NEEDS OF ALL STUDENTS**

**Meeting the Needs of EL Students**
View Park Preparatory Accelerated Charter Elementary School meets all applicable legal requirements for English Language Learners as it pertains to annual notification to parents, student identification, placement, program options, ELL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirement. View Park Preparatory Accelerated Charter Elementary School will implement policies to assure proper placement, evaluation, and communication regarding ELL’s and the rights of students and parents. Students receive 20 minutes a day of English Language Development, as well as the use of SDAIE (Specifically Designed Academic Instruction in English) strategies-strategies that are used to teach EL students core curriculum content. Students requiring additional support may also work 1-1 or in small groups with an instructional assistant.

**Home Language Survey**
View Park Preparatory Accelerated Charter Elementary School administers the home language survey upon a student’s initial enrollment into school.

**CELDT Testing**
All students who indicate on their initial home language survey, that their home language is other than English are CELDT tested within thirty days of initial enrollment and at least annually thereafter between July 1 and October 31st until re-designated as fluent English proficient.

**Process for Program Evaluation**
Annually the instructional team will evaluate the program to insure its effectiveness. They will make recommendations for any changes, modifications or alterations to the program.

**Reclassification Procedures**
Reclassification procedures will utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:
- Assessment of language proficiency using an objective assessment instrument including but not limited to the CELDT,
• Participation of the pupil’s classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil’s curriculum mastery,

• Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents opportunity to participate, and encouragement of the participation of parents or guardians in the School’s reclassification procedure including seeking their opinion and consultation during the reclassification process,

• Comparison of the pupil’s performance in basic skills against an empirically established range of performance and basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English, and

• The Student Oral Language Observation Matrix is used by teachers to measure progress regarding comprehension, fluency, vocabulary, pronunciation, and grammar usage.

The View Park Preparatory Accelerated Charter Elementary School will notify all parents of its responsibility for CELDT testing and of CELDT results within thirty days of receiving results from publisher. The CELDT shall be used to fulfill the requirements under the No Child Left Behind Act for annual English proficiency testing.

**Strategies for English Language Learner Instruction and Intervention**

Teachers are trained to use Specially Designed Academic Instruction in English (SDAIE) techniques to meet the needs of English language learners. ELLs bring with them many resources that enhance their education and can serve as resources for schools and society. Many ELLs have first language and literacy knowledge and skills that boost their acquisition of language and literacy in a second language; additionally, they bring an array of talents and cultural practices and perspectives that enrich our schools and society. Teachers must build on this enormous reservoir of talent and provide those students who need it with additional time and appropriate instructional support.

This includes language proficiency standards that teachers can use in conjunction with the ELA standards to assist ELLs in becoming proficient and literate in English. To help ELLs meet high academic standards in language arts it is essential that they have access to:

- Teachers and personnel at the school and district levels who are well prepared and qualified to support ELLs while taking advantage of the many strengths and skills they bring to the classroom
- Literacy-rich school environments where students are immersed in a variety of language experiences
- Instruction that develops foundational skills in English and enables ELLs to participate fully in grade-level coursework
- Opportunities for classroom discourse and interaction that are well-designed to enable ELLs to develop communicative strengths in language arts
- Ongoing assessment and feedback to guide learning

The instructional design model used by View Park Preparatory Accelerated Charter Elementary School places a heavy emphasis on differentiating instruction to meet the needs of English Learners based on
their academic and language readiness. Through the well-defined professional development plan that accompanies this instructional design model, teachers are trained on a variety of instructional strategies to be used specifically with English Language Learners. These strategies include, but are not limited to the following techniques:

**Total Physical Response (TPR)**
Developed by James J. Asher, TPR is a language learning tool based on the relationship between language and its physical representation or execution. TPR emphasizes the use of physical activity to increase meaningful learning opportunities and language retention. A TPR lesson involves a detailed series of consecutive actions accompanied by a series of commands or instructions given by the teacher. Students respond by listening and performing the appropriate actions (Asher, 2000a). Asher emphasizes that TPR can be the major focus of a language program or an extremely effective supplement, but that in order for it to be truly effective, training should include "a special course along with hands-on experience monitored by a senior instructor who is also skilled in the intricate applications of TPR" (par. 11). (For a detailed review of the research validating this approach, as well as sample lesson plans and examples of how to use it in the classroom, see Asher, 2000b.)

**Cooperative Learning**
Robert E. Slavin (1995) has shown cooperative learning can be effective for students at all academic levels and learning styles. Other research indicates that cooperative learning can be an "effective vehicle for learning content and learning in a second language" (Calderon, 2001; Cohen, Lotan, Scarloss, & Arellano, 1999; McGroarty, 1989, as cited in Calderon, 2001, p. 280). Cooperative learning involves student participation in small-group learning activities that promote positive interactions. As Cochran (1989) notes, "Cooperative learning makes sense for teachers who have Limited English Proficient pupils in their classes because all students are given frequent opportunities to speak and because a spirit of cooperation and friendship is fostered among classmates." Through a shared learning activity, students benefit from observing learning strategies used by their peers. EL students can benefit from face-to-face verbal interactions, which promote communication that is natural and meaningful (Johnson, Johnson & Holubec, 1994; Kagan, 1994). Calderon suggests that "cooperative learning is effective when students have an interesting well-structured task such as a set of discussion questions around a story they just read, producing a cognitive map of the story, or inventing a puppet show to highlight character traits" (2001, p. 280).

**Language Experience Approach (also known as Dictated Stories)**
This approach uses students’ words to create a text that becomes material for a reading lesson (Carrasquillo & Rodriguez, 2002). Students describe orally a personal experience to a teacher or peer. The teacher or another student writes down the story, using the student’s words verbatim. The teacher/student then reads the story back as it was written, while the student follows along. Then the student reads the story aloud or silently. Other follow-up activities can be done with this approach. In this way, students learn how their language is encoded as they watch it written down, building sight word knowledge and fluency as they use their own familiar language. This approach allows students to bring their personal experiences into the classroom—especially important for culturally diverse students (Peterson, Caverly, Nicholson, O’Neal, & Cusenbary, 2000).

**Dialogue Journals (Also known as Interactive Journals)**
This approach is a way for teachers to engage students in writing. Students write in a journal, and the teacher writes back regularly, responding to questions, asking questions, making comments, or
introducing new topics. Here the teacher does not evaluate what is written, but models correct language and provides a non-threatening opportunity for EL students to communicate in writing with someone proficient in English, and to receive some feedback (Peyton, 2000; Reid, 1997). Reid’s literature review and her action research project show dialogue journaling with a teacher to be beneficial in improving spelling and fluency.

**Academic Language Scaffolding**
The term "scaffolding" is used to describe the step-by-step process of building students’ ability to complete tasks on their own (Gibbons, 2002). Academic language scaffolding draws on Cummins’s research into Cognitive Academic Language Proficiency (Chamot & O’Malley, 1994; Cummins, 1981). Scaffolding actually consists of several linked strategies, including modeling academic language; contextualizing academic language using visuals, gestures, and demonstrations; and using hands-on learning activities that involve academic language. These strategies are a central part of sheltered instruction methods, but can be used in any classroom context. (See Gibbons [2002] for specific scaffolding strategies.)

**Native Language Support**
View Park Preparatory Accelerated Charter Elementary School will adopt and implement the ICEF English Learner (EL) Master Plan that is submitted to the Los Angeles Unified School District’s Charter School Division every October.
Whenever possible, EL students should be provided with academic support in their native language (Thomas & Collier, 2002). According to Lucas and Katz (1994), a student’s native language serves several important functions: it gives students "access to academic content, to classroom activities, and to their own knowledge and experience" (paragraph 5). In addition, they found that it also "gave teachers a way to show their respect and value for students’ languages and cultures; acted as a medium for social interaction and establishment of rapport; fostered family involvement, and fostered students’ development of, knowledge of, and pride in their native languages and cultures" (paragraph 24).

**Serving the Needs of Gifted and Talented Students and Students Achieving Above Grade Level**
View Park Preparatory Accelerated Charter Elementary School believes that all children are entitled to a curriculum that offers the best of what we know about education. Students who demonstrate an ability to achieve beyond grade level as well as any students who want the challenge, are provided with many opportunities to study the core curriculum in-depth and at an accelerated pace, allowing for novelty in student outcomes and emphasizing higher level thinking skills.

When identifying students who are gifted and talented and achieving above grade level will be identified by using the follow criteria:

- Student who score ALD level 4 (3rd – 5th grade)
- Student who score advanced on diagnostic and benchmark assessments
- Students who receive a grade of 4 (K-2nd) or A (3rd -5th) in ELA and Mathematics
- Students who demonstrate the ability to work independently

Intended Goals and Outcomes for High Achieving Students at View Park Preparatory Accelerated Charter Elementary School
At View Park Preparatory Accelerated Charter Elementary School, all teachers participate and contribute to the academic goals of high achieving students as all teachers may have high achieving students in their classroom and are responsible for meeting these students’ needs.

1. High achieving students at View Park Preparatory Accelerated Charter Elementary School receive differentiated instruction during language arts and mathematics including use of differentiated materials and instruction that reflects advanced levels of thinking (synthesis and evaluation). Teachers use flexible grouping. Teachers plan for horizontal curriculum alignment through grade-level meetings, as well as vertical curriculum alignment between grade levels to ensure a continuum of learning that reflects one or more years above grade level.

2. High achieving students at View Park Preparatory Accelerated Charter Elementary School study the same core curriculum as their peers in social studies, science, music and art, however, these students have opportunities to study topics in detail, and are required to demonstrate their understanding through projects, experiments, and other means of creative expression. Teachers continually modify instructional strategies to include flexible groupings and hands-on learning experiences.

3. High achieving students at View Park Preparatory Accelerated Charter Elementary School participate within the regular classroom as a means of developing and encouraging social awareness and understanding. Each teacher participates in the organization of classroom populations, addressing the school goals for the high achieving students and using the enrichment periods (art, music, computer, library time, and P.E.) to further the opportunity for differentiated instruction time.

High Achieving Students Assessment and Evaluation

1. Teachers continually assess program design and progress at grade level and staff meetings.
2. Students keep portfolios and participate in self-assessments, project based learning, demonstrating exceptional achievement of curricular standards.
3. Students make presentations to parents, peers and the staff.
4. Teachers analyze Smarter Balance Assessment results and other assessments of advanced performance such as demonstrated success in math competitions to determine the strengths and weaknesses of programs in place

Serving the Needs of Students Below Grade Level

View Park Preparatory Accelerated Charter Elementary School screens the following data to identify at-risk students:

1. Students having a score of level 1 on the Achievement Level Descriptor on the previous year’s Smarter Balanced Assessment in English Language/Literacy or Math
2. Students who are at least one year below grade level in the areas of reading, written language and math, identified by informal teacher assessment or prior progress reports
3. EL students in transitional reading for more than one year

Intended Goals and Outcomes of Students Performing Below Grade Level

1. View Park Preparatory Accelerated Charter Elementary School works to raise the Smarter Balanced Assessment scores of our low-performing students by at least 5 percentage points each year per student. Low-performing students have their achievement test scores individually monitored, comparing their progress from year to year.
2. All students performing at a level 1 on the Achievement Level Descriptor are referred to attend the after-school intervention program. If a student is unable to attend after-school intervention program, intervention is also provided during breaks within the school day by students’ teacher or instructional assistants.

**Strategies to Provide Support to Students who are Below Grade-Level**

1. By the end of the sixth week of school, all parents of students at View Park Preparatory Accelerated Charter Elementary School, identified as low achieving, are informed of their child’s academic standing.
2. At Back to School Night and during parent education workshops, parents are given specific suggestions as to how to help their child at home.
3. A list of available tutoring and enrichment resources provided by the school are developed and made available for parents of all students.
4. Staff development sessions are devoted to differentiated instruction including how to meet the needs of all students including low achieving students and gifted students.
5. In the classroom, paraprofessionals and volunteers provide individualized assistance directed by the teacher.
6. A centralized list of targeted low-achieving students is kept by the administrator to monitor through weekly assessments and monthly through iStation and Dreambox for ELA and Mathematics. student progress, to track services, and to provide the VP of School and or VP of Instruction with periodic updates on the progress of student achievement. Confidentiality is maintained and data is provided without names.
7. Annual assessments of strategies are conducted to ensure students are progressing towards goals.
8. Teachers collaborate on individual students’ progress to provide instructional and emotional support.
9. Grade level teams meet a minimum of three times per year to design classroom instruction and intervention strategies to support academic support.
10. A full-time Parent Outreach Coordinator works with parents to devise strategies to involve all parents in school programs that support meeting the needs of all children.
11. Through assessments of each student, student interventions are designed to meet the needs of all students regardless of achievement level and thus provide a safety net for all students.

**Serving the Needs of Socioeconomically Disadvantage Students**

76% of the students at View Park Preparatory Accelerated Charter Elementary School are students of low socio-economic status. The View Park Preparatory Accelerated Charter Elementary School curriculum structure and instructional strategies outlined here are designed to maximize the learning opportunities of low socio-economic students.

**Identifying and Providing Support to Students of Low Socio-Economic Status**

Socioeconomic disadvantaged students are identified using the free and reduced lunch application. When students qualify based on the data provided on the application, parents are sent a letter informing them of their status and are offered the support services but not limited to:

- Family Counseling
- Connecting parents to agencies to support career readiness skills
- Parent Training for families in transition
- Provide support in acquiring school uniforms
• Access to vision and dental services

Parents of low socio economic students are contacted by the end of the sixth week of school and are notified of available interventions through the use of a Student Success Team (SST) meeting. At the end of the second grading period, parents are notified if their child has not made sufficient progress towards meeting the standards for promotion. They are informed at another SST meeting which standards their child is still not meeting at grade level.

Teachers at View Park Preparatory Accelerated Charter Elementary School use paraprofessionals for academic support and reinforcement. The on-site after-school programs (YPI and After-School All-Stars) work collaboratively with the teaching staff at View Park Preparatory Accelerated Charter Elementary School to make the after-school program an extension of the learning during the school day.

**Intended Goals and Outcomes of Students of Low Socio-Economic Status**

1. View Park Preparatory Accelerated Charter Elementary School will work to raise the Smarter Balance Assessment scores of our low socio-economic status students by at least 5 percentage points per student each year. Low socio-economic students will have their achievement test scores individually monitored, comparing their progress from year to year.
2. Students of low socio-economic status will be referred to attend the after-school program and their after school care costs may be subsidized by ICEF on a sliding scale.

**Strategies to Provide Support to Low Socio-Economic Status Students**

1. By the end of the sixth week of school, all parents of students at View Park Preparatory Accelerated Charter Elementary School, identified as being of low socio-economic and low achieving, have been informed of their child’s academic standing.
2. At Back to School Night and during parent education workshops, parents are given specific suggestions as to how to help their child at home.
3. A list of available tutoring, library and enrichment resources provided by the school are developed and made available for parents of all students.
4. Staff development sessions are devoted to differentiated instruction including how to meet both the needs of low achieving students, students with low school readiness skills and gifted students.
5. In the classroom, paraprofessionals and volunteers provide individualized assistance directed by the teacher.
6. If students are both socioeconomically disadvantaged and low-achieving a centralized list is kept by the administrator to monitor student progress, track services, and to provide the VP of Schools and or the VP of Instruction with periodic updates on the progress of student achievement. Confidentiality is maintained and data is provided without names.
7. Annual assessments of strategies are conducted.
8. A full-time Parent Liaison works with parents to devise strategies to involve all parents in school programs that support meeting the needs of all children.

Inner City Educational Foundation Public Schools are public charter schools, serving students from all socio-economic status and students with special needs. Our mission is that all students will attend and compete in the top colleges and universities in the nation. To attain this goal all of our students,
including our students with special needs are participate in grade level core curriculum with their non-disable peers.

The objective of the special education program at View Park Preparatory Accelerated Charter School is:

- a) Promote integration of students with and without disabilities
- b) Promote attainment of success in core grade level curriculum and standards
- c) Promote self-advocacy and self-determination program to support students’ inter/intra-personal skills
- d) Provide intensive support to help students maintain adequate achievement in academic skills
- e) Encourage students to participate in extra-curriculum such as arts and athletic programs
- f) Offer optimal exposure to technological skills, critical for success in the 21st century education and work place

**Special Education at a Glance**

Students who qualify for special education will receive support in accordance as stated in their Individualized Educational Programs. Students served under special education umbrella, including those with moderate to severe disabilities will be provided a free and appropriate public education (FAPE) in the least restrictive environment (LRE). Through multi-tier and continuum of services, our students will be placed in the environment that will be most beneficial for them both academically and socially. Additionally, annual transitional IEP meetings will take place to ensure students are prepared for the transition to the next grade. During these meetings parents will be encouraged to ask any all questions they have to fully support the transition their students making or information offered in the IEP services. The Educational Specialist will work with school counselors to promote self-advocacy and high self-esteem through implementation of peer mentoring and social skills programs.

View Park Preparatory Accelerated Charter Elementary School will implement various services ex. Speech and Language, Occupational, Physical therapy, Deaf and Hard of Hearing, Behaviorist, Counseling and extended school year services to all students who meet eligibility requirements as stated by law. These services will be provided in a manner appropriate to each individual’s needs as specified in the IEP. If a student is a eligible for Extended School Year, the program options will be: Inclusive in summer school with Educational Specialist support to prevent regression in academics and/or behavior or with within Special Day Class with Educational Specialists and Intervention Specialists working together to support the students specific needs and prevent student regression in any behaviors or academics. We will monitor student progress using formal and informal assessment tools.

Formally, student achievement is monitored through the IEP meetings, goal completion, and administration of KTEA II, and CST and or CMA results. Informally, student achievement is monitored through informal assessments (teacher created assessments, student work samples, anecdotal records, teacher observation data, student portfolios, curriculum based assessments), ongoing use of PowerSchool (a school based information system that parents and teachers and administrators use to monitor grades, attendance and daily progress), parent interviews, and ongoing teacher collaboration.

Ongoing professional development in the area of the IEP process, Special Education, IDEA, instructional strategies, differentiation, behavior management, co-teaching, /collaboration with general education, accommodations and modifications will be implemented to promote effective/best practices. Throughout the year, general education teachers will receive at least 29 hours of professional development in the area of special education. Educational Specialists will receive at least 65 hours of special education professional development throughout the year. Our special education and general education teachers are
expected to effectively collaborate with one another to promote student achievement and ensure proper implementation of the student’s IEP. Our special education team collaborates effectively with parents through ongoing communication of successes and concerns. In addition to invitations to monthly parent meetings, we will facilitate ongoing parent educational meetings. Each parent of a special needs student will be informed of their students’ educational rights to enlist them as fundamental partners in the success of their student within and beyond the IEP meeting.

“A TYPICAL DAY” IN VPES

A School with a “View”: A Day at View Park Prep Elementary

As befits the first ICEF school to come into existence, View Park Preparatory Accelerated Charter Elementary School welcomes its students every morning with a place where life-long learning takes place. Entering our doors, the students come brimming with excitement of what the new day holds for them.

Upon entering the Kinder Campus of View Park, the hustle and bustle of young scholars is brought to a close and the morning assembly begins in earnest. The Pledge of Allegiance, followed by our school-wide “Kid for Character” pledge rings through the morning air. Teachers greet each student as they walk through the class, reaffirming that learning is the ultimate goal of the day.

On our 1-3 grade campus, students gather as well, excited that another day of academic excellence is upon them. The pledges are recited and the reaffirmations are cemented to act as a guide for the day. Learning is upon them.

And nearby, our 4th and 5th grade students recite their own personal pledges, as well as our one of Allegiance. Students prepare to go into the classrooms to engage in academic excellence that will prepare

When one enters View Park Preparatory Accelerated Charter Elementary School at the beginning of the day, you will see students and teachers engaged in a school-wide morning assembly when students participate in vocabulary of the day. This instills a culture that promotes the love of learning. When students see their teacher read it models the value of reading.

A visitor will also see students using technology to enhance their classroom learning.

As one enters View Park Preparatory Accelerated Charter Elementary School, one will encounter an exciting student-centered learning environment. Students are actively engaged in the lesson before them, and teachers are engaged in the process of teaching students. The atmosphere is one where learning is prized, excellence demanded, and performance rewarded.

Teachers employ a variety of teaching methods across the curriculum. Teachers express clear learning goals in writing, visually posted in the classroom and verbally to both students and parents. Teachers’ classrooms employ a balance of interactive settings. In general, a visitor will see a class that is actively engaged through whole class discussion, teacher-centered direct instruction, small group learning (Daily 5), and individualized learning or testing. Individualized learning may include guided practice, individual practice or one-on-one instruction. View Park Preparatory Accelerated Charter Elementary School teachers also change the student composition in the small groups as a classroom management strategy. In addition, this gives students an opportunity to learn from different people in the class and to vary the
flexible groupings. A visitor will see that in all of these classroom settings, students remain engaged and teachers are skilled at managing the classroom.

Teachers will be seen effectively scaffolding lessons to engage students in higher order thinking. A visitor to the school will see that teachers are actively leading students to think critically. Teachers engage students using real life concepts that are relative to their life experience and build upon students’ prior knowledge.

Student work is visible in every part of the school including the classrooms the hallways and in office spaces.

Teachers ensure student learning by creating a professional learning community. Teachers work together to determine what students should learn, how they will assess students’ learning, and how they will respond to students’ needs. At View Park Preparatory Accelerated Charter Elementary School, we provide opportunities for the students to participate in after-school and Saturday school intervention programs. The teachers recommend the students based on student data and they have the choice of attending the intervention program. The goals of intervention program are to provide the students extra instructional support in a small group setting and increase the student learning. Those students who struggle academically are identified in a timely manner and strongly encouraged to attend interventions.

Outside of the classroom, teachers meet weekly in grade level teams to assist each other in developing lesson plans that effectively keep students on target to meet learning goals and work collaboratively to plan thematic units. A visitor to View Park Preparatory Accelerated Charter Elementary School will see teachers using the standards to guide lesson planning in every subject area at every grade level. Teachers use formative assessments to make adjustments in their approach and to assess if key learning standards were acquired by students. In addition to formative assessments, teachers consistently ask comprehension questions during instruction.
Element 2 - Measurable Pupil Outcomes and
Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured

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

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

**MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM**


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

**STANDARDIZED TESTING**

Charter School agrees to comply with and adhere to state requirements for participation and administration of all state mandated tests. If Charter School does not test with the District, 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.

**MEASURING PUPIL OUTCOMES: SUMMATIVE ASSESSMENT PERFORMANCE TARGETS**

View Park Preparatory Accelerated Charter Elementary School is committed to ensuring all students develop and progress academically, physically and emotionally. These learning outcomes are aligned with the Common Core State Standards (CCSS) and directly reflect the school’s unique educational program. These outcomes represent the skills, knowledge, and qualities students will demonstrate at developmentally appropriate levels and at grade levels as determined by state standards.

In order to best serve our students and community View Park Preparatory Accelerated Charter Elementary School will remain responsive to changes in standards, by reviewing and updating these outcomes and assessment methods as needed. The CCSS and assessment for student with exceptional needs or limited
English proficiency are adapted appropriately according to their Individualized Education Plans (IEP) and/or English language proficiency levels.

View Park Preparatory Accelerated Charter Elementary School acknowledges overall school performance is a reflection of the cumulative success of individual students. With consistent progress and improved school performance, the unique school design strives to significantly improve learning for all its students, including all subgroups, in all areas. Continuous assessments and evaluations ensure teachers monitor students’ learning, achievement and proficiency of content at their respective grade levels and ensure student meet the high academic standards set for all students. Assessments are also used to encourage student to do their personal best and show their own growth throughout the learning process. Students are acquainted with exemplary work and rubrics which provide a greater understanding of what their aspirations should be for any given task, activity, or project.

The assessment process relies on collaboration between teacher, student and parent. The teacher determines a child’s individual learning needs using ongoing assessments; student document their learning through a variety mini assessments; parents support their child by maintaining communication with their child’s teacher and by monitoring student progress using the online student information system. Assessments support and guide instructional practices, the learning process and help student achieve the mastery of standards. It is a tool to recognize accomplishments and certify where understanding is still incomplete which enables teachers, student, and parents to focus their efforts accordingly. Throughout this process all stakeholders are responsible for helping students achieve success throughout the school year. Assessments are grounded in the CCSS and inform all areas of instruction:

View Park Preparatory Accelerated Charter Elementary Schools utilizes the follow assessment of student learning:

**iStation**: an adaptive online software program that assesses student lexile levels and provides recommended areas of instruction and support for teachers and parents on a monthly basis

**Dreambox**: an adaptive online software program that assesses student mastery of mathematical skills and concepts and provides recommend areas of instruction and support for teachers and parents on a monthly basis

**CA Measurement of Academic Performance and Progress: (MAPP Testing)**: One measure of academic achievement are the state mandated standardized test, as mandated by charter school legislation and state law; View Park Preparatory Accelerated Charter Elementary School will continue to comply with the required state assessment as defined by Education Code 47605(c)(1).

**English Language Development (ELD) Folders**: For EL students teachers keep folders containing CELDT scores, grade-level ELD standards aligned assessment results, home language survey, and support tracker.

**Unit Assessments**: Upon completing a unit of study, teachers administer curricular based unit assessments to measure student learning and mastery of content on a weekly basis.

**Student Portfolios**: Students document their learning via assignments, assessments, reflections, and other learning artifacts. Students' EL Portfolios are maintained annually.
**Teacher Observations:** Teachers keep anecdotal records to document observations made of students’ work habits and milestones.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Subject Area</th>
<th>Frequency</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>CA MAPP Smarter Balanced Assessment 3-5</td>
<td>English Language/Literacy and Mathematics</td>
<td>Annually</td>
<td>To assess student’s progress in mastering the CCSS</td>
</tr>
<tr>
<td>Istation K-5</td>
<td>English Language/Literacy</td>
<td>Quarterly</td>
<td>To assess student’s mastery of English Language/Literacy CCSS</td>
</tr>
<tr>
<td>Dreambox K-5</td>
<td>Mathematics</td>
<td>Weekly</td>
<td>To assess student’s mastery of Mathematical CCSS</td>
</tr>
<tr>
<td>Diagnostic Assessments K-5</td>
<td>English Language/Literacy and Mathematics</td>
<td>Annually</td>
<td>To assess student’s progress in mastering grade level CCSS</td>
</tr>
<tr>
<td>CELDT K-5</td>
<td>EL Development</td>
<td>Annually</td>
<td>To assess student’s progress and achievement in English Language for reclassification</td>
</tr>
<tr>
<td>FitnessGram 5th</td>
<td>Physical Fitness</td>
<td>Bi-Annually</td>
<td>To assess student’s progress towards becoming physically fit based on federal standards</td>
</tr>
<tr>
<td>Unit Assessments K-5</td>
<td>English Language/Literacy and Mathematics/ Science/ Social Studies</td>
<td>Quarterly</td>
<td>To assess student’s progress in mastering the CCSS taught during the unit</td>
</tr>
</tbody>
</table>

**Performance Targets Aligned to State Priorities**

*Governing Law:* Pursuant to SB 1290 enacted in 2012, California Education Code § 47607(b), now requires charter school authorizers to consider increases in pupil academic achievement for all groups of pupils served by the charter school as the most important factor in determining whether to grant a charter renewal.
<table>
<thead>
<tr>
<th>SUB-PRIORITY</th>
<th>ANNUAL GOAL</th>
<th>SPECIFIC ANNUAL ACTION TO ACHIEVE ANNUAL GOALS</th>
<th>METHOD OF MEASUREMENT</th>
</tr>
</thead>
</table>
| Teachers are appropriately assigned and fully credentialed | Each year of the charter 100% of teachers will be appropriately assigned and fully credentialed | Bi-annually review teacher -schedules and credentials (director and Human Resources)  
Annually review hiring practices and verification process (human resources)  
Provide tracking and support for teachers holding intern credentials through the process of obtaining a preliminary credential | Initial and annual verification of core teacher credential as reported by the CA Commission on Teacher Credentialing |
| CCSS aligned instructional material | Each year of the charter 100% of students will have access to standards aligned instructional material | Annually review textbooks and supplemental material to confirm alignment with CCSS (director and grade level chairs)  
During textbook adoption years review all curriculum to ensure alignment to the CCSS (content coaches and school directors)  
Annually review curriculum invoices to ensure the publisher write curriculum based on the CCSS (home office designee) | VP of Instruction and faculty review all instructional materials before purchase pursuant to Education Code 60119 |
| School Facilities | Each year of the charter school facilities will be maintained and in good repair | Weekly site checks to inspect areas in need of repair (School Facilities)  
Quarterly site checks to inspect areas in need of repair (Director)  
Annual site checks to inspect areas in need of repair (Home Office Designee)  
Review school site budgets for allocations for repairs (Chief Financial Officer, VP of Schools, Director) | Monthly site inspection documents prepared by Director of Operations |
<table>
<thead>
<tr>
<th>STATE PRIORITY #2 IMPLEMENTATION OF COMMON CORE STANDARDS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SUB-PRIORITY</strong></td>
</tr>
<tr>
<td>Implementation of the CCSS</td>
</tr>
<tr>
<td></td>
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<td></td>
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<tr>
<td>EL students have access to CCSS</td>
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<tr>
<td></td>
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<tr>
<td>Implementation of ELD standards</td>
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<tr>
<td>STATE PRIORITY #3 PARENT INVOLVEMENT</td>
</tr>
<tr>
<td>-------------------------------</td>
</tr>
<tr>
<td><strong>SUB-PRIORITY</strong></td>
</tr>
<tr>
<td>Parents as decision makers</td>
</tr>
<tr>
<td>Parents Involvement in programs</td>
</tr>
<tr>
<td>Parent input to administration</td>
</tr>
</tbody>
</table>
### STATE PRIORITY #4 STUDENT ACHIEVEMENT

<table>
<thead>
<tr>
<th>Goals</th>
<th>Pupil Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-15</td>
<td>2015-16</td>
</tr>
<tr>
<td></td>
<td>2016-17</td>
</tr>
<tr>
<td></td>
<td>2017-18</td>
</tr>
<tr>
<td></td>
<td>2018-19</td>
</tr>
</tbody>
</table>

#### #1 Annual Goal – Increase the amount of students scoring Achievement Level Descriptor (ALD) 3 or higher on the Smarter Balanced Assessment by 5% each year of the charter

**Method of Measurement** – Smarter Balanced Assessment Result

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Schoolwide</td>
<td>ALD 3 or higher than 55%</td>
<td>ALD 3 or higher than 60%</td>
<td>ALD 3 or below less than 65%</td>
<td>ALD 3 or higher than 70%</td>
<td>ALD 3 or higher than 75%</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>ALD 3 or higher than 40%</td>
<td>ALD 3 or higher than 45%</td>
<td>ALD 3 or higher than 50%</td>
<td>ALD 3 or higher than 55%</td>
<td>ALD 3 or higher than 60%</td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td>ALD 3 or higher than 40%</td>
<td>ALD 3 or higher than 55%</td>
<td>ALD 3 or higher than 55%</td>
<td>ALD 3 or higher than 55%</td>
<td>ALD 3 or higher than 60%</td>
</tr>
<tr>
<td>English Learners</td>
<td>ALD 3 or higher than 55%</td>
<td>ALD 3 or higher than 60%</td>
<td>ALD 3 or higher than 65%</td>
<td>ALD 3 or higher than 70%</td>
<td>ALD 3 or higher than 70%</td>
</tr>
<tr>
<td>African American</td>
<td>ALD 3 or higher than 55%</td>
<td>ALD 3 or higher than 60%</td>
<td>ALD 3 or below less than 65%</td>
<td>ALD 3 or higher than 70%</td>
<td>ALD 3 or higher than 70%</td>
</tr>
</tbody>
</table>

To the extent that the targets set forth in the charter do not meet state requirements, the state targets shall supersede the state standardized assessments goals here in the chart.

By the end of the charter term our goal is an API of at least 860.

#### #2 Annual Goal - Each year of the charter the percentage of English Learners who are classified will increase by 3% each year of the charter will be tracked to measure progress based on El Achieve Assessments and CELDT based on the number of students assessed

**Method of Measurement** – CELDT Test Results and EL folder

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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>English Learners</td>
<td>27%</td>
<td>24%</td>
<td>21%</td>
<td>18%</td>
<td>15%</td>
</tr>
</tbody>
</table>
### STATE PRIORITY #4 STUDENT ACHIEVEMENT

<table>
<thead>
<tr>
<th>Goals</th>
<th>Pupil Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>#3 Annual Goal School-wide Each year of the charter 100% of the 5th grade students will culminate at the end of school year demonstrating academic achievement in the core subject areas</td>
<td></td>
</tr>
<tr>
<td>Method of Measurement – Final grades and report cards</td>
<td></td>
</tr>
<tr>
<td>School wide</td>
<td>100%</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>98%</td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td>98%</td>
</tr>
<tr>
<td>English Learners</td>
<td>100%</td>
</tr>
<tr>
<td>African American</td>
<td>100%</td>
</tr>
</tbody>
</table>

### STATE PRIORITY #5 SCHOOL ENGAGEMENT

<table>
<thead>
<tr>
<th>Goals</th>
<th>Pupil Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual Goal - Each year of the charter school-wide the attendance rate will increase by .4% to address chronic absenteeism each year.</td>
<td></td>
</tr>
<tr>
<td>Method of Measurement - Monthly, Quarterly, and Annual ADA Report</td>
<td></td>
</tr>
<tr>
<td>School wide</td>
<td>95%</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>95%</td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td>95%</td>
</tr>
<tr>
<td>English Learners</td>
<td>95%</td>
</tr>
<tr>
<td>African American</td>
<td>95%</td>
</tr>
<tr>
<td>SUB-PRIORITY</td>
<td>ANNUAL GOAL</td>
</tr>
<tr>
<td>----------------------------</td>
<td>----------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Student suspension rates</td>
<td>Each year of the charter the student suspension rate will decrease by .25%</td>
</tr>
<tr>
<td></td>
<td>Last year our suspension rate was less than 6% but more than 5%.</td>
</tr>
<tr>
<td></td>
<td>2014-15 5%</td>
</tr>
<tr>
<td></td>
<td>2015-16 4.75%</td>
</tr>
<tr>
<td></td>
<td>2016-17 4.40%</td>
</tr>
<tr>
<td></td>
<td>2017-18 4.25%</td>
</tr>
<tr>
<td></td>
<td>2018-19 4.0%</td>
</tr>
<tr>
<td>Student expulsion rates</td>
<td>Each year of the charter the expulsion rate will decrease by .25%</td>
</tr>
<tr>
<td></td>
<td>2014-15 .1%</td>
</tr>
<tr>
<td></td>
<td>2015-16 .09%</td>
</tr>
<tr>
<td></td>
<td>2016-17 .075%</td>
</tr>
<tr>
<td></td>
<td>2017-18 .05%</td>
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<tr>
<td></td>
<td>2018-19 .05%</td>
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</table>
VPES requires parent monitoring their child during the school day in lieu of a school suspension.

VPES has a “strategy-sharing” among the staff in order to allow best practices of behavior management to be available to colleagues.

Alternative to expulsion training on an annual basis (Dean, Counselor, Teachers Director)

| School safety and connectedness | Each year of the charter the school safety plan will be reviewed and revised to ensure connectedness to the stakeholders by creating a Safety Cadre to address any and all concerns. Stakeholders include but are not limited to, teachers, parents, Students, office employees, School Site Council, cadre leaders, and the community. | Each summer the staff will attend School Safety Training (online and in person) for no less than 4 hours (All School Staff) Monthly earthquake and fire drills will be conducted (Director, Office Manager) Each fall the school will submit their safety plan to the ICEF Home Office for review (Director, Home Office Designee) | Professional Development agendas, annual drill calendars and drill feedback form |

<table>
<thead>
<tr>
<th>STATE PRIORITY #7 STUDENT ACCESS</th>
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<tbody>
<tr>
<td><strong>SUB-PRIORITY</strong></td>
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<tr>
<td>Student access</td>
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<tr>
<td>Programs and services for special education students</td>
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</tbody>
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<table>
<thead>
<tr>
<th>STATE PRIORITY #8 STUDENT OUTCOMES</th>
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<tbody>
<tr>
<td>Goals</td>
</tr>
<tr>
<td>#1 Annual Goal - Using the adaptive online software program iStation the goal is reduce the amount of students scoring Tier 3 by 10% annually</td>
</tr>
<tr>
<td>Method of Measurement – iStation student results, unit assessments, chapter tests, benchmark assessments</td>
</tr>
<tr>
<td>School wide</td>
</tr>
<tr>
<td>Students with Disabilities</td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
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<tr>
<td>English Learners</td>
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<tr>
<td>African American</td>
</tr>
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</table>
STATE PRIORITY #8 STUDENT OUTCOMES

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<thead>
<tr>
<th>Goals</th>
<th>Pupil Outcomes Mathematics</th>
</tr>
</thead>
</table>

#2 Annual Goal - Using the adaptive online software program Dreambox the goal is for 100% of student to complete the program on grade level respective to their current grade

Method of Measurement - Assessment results from Dreambox, chapter tests, benchmark assessments

| School wide | 45% | 40% | 35% | 30% | 25% |
| Students with Disabilities | 65% | 55% | 45% | 35% | 25% |
| Socioeconomically Disadvantaged | 65% | 55% | 45% | 35% | 25% |
| English Learners | 50% | 40% | 30% | 20% | 10% |
| African American | 50% | 40% | 30% | 20% | 10% |

#3 Annual Goals - Each year of the charter bi-annually students will participate in physical fitness tests to establish lifetime habits of regular physical activity

Method of Measurement - Results from FitnessGram Test

| 5th Grade student | 70% | 75% | 80% | 85% | 90% |

Measuring Pupil Progress Toward Outcomes: Formative Assessment

View Park Preparatory Accelerated Charter Elementary School’s curriculum and assessment systems are grounded by the California Common Core Standards (CCSS) and State Frameworks. Throughout the year teachers use a variety of assessment data including short-term and long-term projects, portfolios, chapter tests, homework, etc., to continually monitor student progress as well as to adapt curriculum and develop effective instructional strategies. School leaders and teachers will use Data Director or Illuminate and analyze Smarter Balanced Assessment data as well as student achievement on benchmark exams. Benchmark assessments will be given quarterly in the areas of English, Language Arts, Mathematics, Science and History to monitor student progress toward mastery of the CCSS. These assessment systems are administered by teachers and results will be collectively analyzed by teacher content area teams during an organization wide content areas cadre meeting, which are held monthly on an early release Wednesday. They are also used to assess students in English Language Arts and mathematics and the results determine flexible groupings for remediation and extension activities. Teachers regularly use various assessments to evaluate, adjust and plan future instruction. View Park Preparatory Accelerated Charter Elementary School teachers conference with students and parents to discuss student mastery of the content areas.

View Park Preparatory Accelerated Charter Elementary School uses a variety of student grouping within each classroom and each school day. A wide variety of instructional strategies are employed to meet the
differing needs of students at each grade level. These included, but are not limited to: 1) cooperative learning, 2) flexible grouping, 3) partner reading, 4) choral reading, 5) listening center, 6) D.E.A.R., 7) journal writing, 8) written and oral reports, 9) plays, and 10) role-playing.

Higher-order and critical thinking skills are assessed on a daily basis through the use of open-ended questions that have more than one correct solution, problem-solving in cooperative groups, hands-on activities, writing using the "writing process," solving analogies and predicking outcomes.

Data Analysis and Reporting
At the beginning of the school year, diagnostic assessment, achievement assessment (K-5) and Smarter Balanced Assessment (3-5) scores from the previous year are analyzed. Teachers are given a list of students who scored at the ALD Level 1 and 2 in specific content areas so that they can analyze and plan intervention activities to fill gaps in core knowledge and skills. This allows teachers to analyze their impact on student achievement, identify areas for professional growth and development, and to analyze and refine their teaching practice. These reports are provided by the ICEF Home Office, but school leaders facilitate conversations each August with individual teachers using these reports. Also on the list are students that did not reach benchmark on the last periodic subject assessments from the previous year. Scores from the diagnostic assessments, unit assessment, and Smarter Balanced Assessment are used to determine differentiation from at risk to high achieving students. Low-performing students are tracked from year to year so that school leaders can analyze their performance in particular classroom settings and place them with teachers who have a track record of increasing student achievement in low performing students.

At View Park Preparatory Accelerated Charter Elementary School, Instructional Specialist serves as testing coordinators to ensure that state pupil assessments including achievement tests, CA MAPP, Smarter Balanced Assessment, and CELDT are administered. Teachers at View Park Preparatory Accelerated Charter Elementary School are also involved with ongoing professional development directly addressing assessment.

The use of iStation is paramount in identifying students in the subjects falling under English Language/Literacy. The four subgroups are word fluency, spelling, vocabulary, and reading comprehension. The data allows teachers to identify students and formulate a plan needed for intervention. This also allows teacher to formulate strategies for targeted students who are in critical need of intervention. With this data, fluid groupings for after school interventions are offered to students. Small group instruction and one-on-one instruction during the schools also is based on data outcomes from data from iStation.

Data from iStation is reviewed monthly. During this time, students are categorized in different tiers: Tier 1, Tier 2, and Tier 3. Tier 1 is for students who are on grade level. The recommendation for Tier 1 students is to work on iStation minimally for sixty minutes daily. Tier 2 students are students that are approaching grade level, and the recommended time for these students is sixty to seventy-five minutes daily. The Tier 3 students are struggling students, and the recommended time for these students is ninety minutes daily.

iStation allows students to work on their own pace. The data taken from iStation allows establishes a baseline for normalization, which utilizes their averages over the entire month to expertly portray each students and abilities.
iStation is used to conference with parents and to inform parents of what interventions are needed for specific students.

The use of Dreambox is a math-based computer program. Dreambox uses the Common Core standards to accurately assess student ability. Dreambox analyzes student responses. It personalizes student learning and growth, and adjusts the content of what the student will be asked through adaptive learning. Dreambox also assists the teacher by allowing them to use data to group students by levels of proficiency. Dreambox data allows teachers to create groups for small-group instruction within the school day. The data also informs and identifies teachers of which students are targeted for after school intervention. The data is looked at weekly to assist teacher in creating grouping for the following week in math. Dreambox also scaffolds and sequences lessons that allows the student to progress at the speed which best suits students in their learning.

Dreambox is used as a communication tool for parents that allow parents to see student progress during the instructional period. Students are allowed to work from home on Dreambox, especially if the program identifies them as needing more hours for success.

All technology and software programs are used in conjunction with the teacher providing and facilitating the instructional program. The use of technology provides real-time data for teachers to analyze and adjust their instructional practices and content. Technology is used during workshop time to provide a platform for students to show what they have learned.

The Charter School agrees to comply with and adhere to the State requirements for participation and administration of all state mandated tests. If the Charter School does not test (i.e., Smarter Balanced Assessment, CELDT) with the District, the 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 the Charter School.

View Park Preparatory Accelerated Charter Elementary School will monitor and measure student progress toward mastery of state standards and the other goals by using the following assessments:

View Park Preparatory Accelerated Charter Elementary School will conduct all applicable state pupil assessments pursuant to Education Code Section 60602.5.

The View Park Preparatory Accelerated Charter Elementary School faculty will continue to use informal and formal assessments to monitor student progress in mastering grade level standards in all subject areas. This progress will be shared with parents through periodic progress report, report cards, parent-teacher conferences, and additional means as necessary.

View Park Preparatory Accelerated Charter Elementary School will comply with state and federal law in collecting and reporting student and school performance and demographic data. This will include preparation and distribution of an annual School Accountability Report Card (“SARC”) to provide parents and the community with descriptive and comparative information about the school.

View Park Preparatory Accelerated Charter Elementary School shall also collect and analyze student performance data each year and shall utilize the data to monitor and improve student achievement.

**Grading, Progress Reporting, and Promotion/Retention**
Grades are inputted in our student information system called PowerSchool. Teachers enter assignments, assessments, projects, quizzes, and anecdotal grades on a daily/weekly basis. Parents are provided a username and password to review their student’s grades and academic progress. Grades are calculated every 5 weeks culminating with a final report card at the end of the 20 weeks. At the end of every 5 weeks, parent receive written notification from the school in either the form of a progress report (5th and 15th week) or a report card (10th and 20th week). These grades are stored and can be retrieved for future review.

<table>
<thead>
<tr>
<th>Grades K-1</th>
<th>Grades 2-5</th>
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<tbody>
<tr>
<td>4</td>
<td>A</td>
</tr>
<tr>
<td>Exceeds grade level</td>
<td>100-95</td>
</tr>
<tr>
<td>standards/objectives</td>
<td>A-</td>
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<tr>
<td></td>
<td>94-90</td>
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<tr>
<td>3</td>
<td>B+</td>
</tr>
<tr>
<td>Meets grade level</td>
<td>89-87</td>
</tr>
<tr>
<td>standards/objectives</td>
<td>B</td>
</tr>
<tr>
<td></td>
<td>86-83</td>
</tr>
<tr>
<td>2</td>
<td>B-</td>
</tr>
<tr>
<td>Experiences difficulty</td>
<td>82-80</td>
</tr>
<tr>
<td>meeting grade level</td>
<td>C</td>
</tr>
<tr>
<td>standards/objectives</td>
<td>79-77</td>
</tr>
<tr>
<td>1</td>
<td>C-</td>
</tr>
<tr>
<td>Does not meet grade level</td>
<td>76-73</td>
</tr>
<tr>
<td>standard/objectives</td>
<td>D</td>
</tr>
<tr>
<td></td>
<td>72-70</td>
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<td></td>
<td>D-</td>
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<td>69-67</td>
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<td>66-63</td>
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<td></td>
<td>62-60</td>
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<td></td>
<td>F</td>
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<td>59 and below</td>
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*Before a student receives a grade of “F” the parents/guardian must first be notified.

The following scale is used to evaluate citizenship and work habits in grades K-5

E   Excellent
S   Satisfactory
U   Unsatisfactory

The following general guidelines will be used for grading students:
- Test/assessments 50% of student’s grade
- Quizzes 20%
- Projects 20%
- Participation/homework 10%

*Percentages may vary based on the complexity of the assignment.

**Promotion/Retention Policy and Procedures**
Once a student is identified as performing below grade level (K-1 “1” on the rubric, 2-5 “Fail”) for two consecutive grading periods, parents will be notified that their child is at risk of not being promoted to the next grade level. Following this notification to parents, a Student Success Team (SST) will be formed and will meet to determine what interventions and accommodation can be provided to assist the students in improving their academic achievement. Goals will be created to be supported by both the school and parent. The team will meet every 6 weeks for three consecutive cycles or until the end of the last grading period.
If the student continues to perform below the minimum standard for promotion, the pupil shall be retained in his or her current grade level unless the teacher determines in writing that retention is not the appropriate intervention for the student’s academic deficiencies. This documentation must be accompanied with the following, but not limited to data:

- Bench mark results
- Unit assessment results
- SST notes
- Additional supporting documents

Once the documentation is submitted to the School Director, a meeting is held with the teacher to determine if retention would benefit the student. The School Director then meets with the parent and teacher to discuss next steps in regards to retention through a collaborative process.

**Minimum Standard for Promotion:**

- Students have no failing grades in English Language Arts or Mathematics.

If the student continues to perform below minimum standards (K-1 “1”, 2-5 “Fail”) and the teacher does not agree with retention, a written determination shall specify the reasons that retention is not appropriate for the student and shall include recommendations for interventions other than retention that in the opinion of the teacher

If the teacher's recommendation to promote is contingent upon the student’s participation in a summer school or interim session remediation program, the student’s academic performance shall be reassessed at the end of the remediation program, and the decision to retain or promote the student shall be reevaluated at that time. The evaluation shall be provided to and discussed with the student's parent or guardian and the school director before any final determination of pupil retention or promotion. Following the evaluation, if the student is recommended for retention he/she will be placed back into the same grade level the following school year.

Parents have 10 calendar days to appeal the decision to retain their child in writing to the VP of Schools via email or US mail. Once the appeal notification is received a hearing will be scheduled within 10 calendar days. During the hearing the burden shall be on the appealing party to show why the decision of the teacher should be overruled. Following the hearing a determination will be made and the parent will be notified within 7 calendar days of the final decision.

**EDUCATION CODE SECTION 48070-48070.6**
Element 4 – Governance

*Governance Law:* The governance structure of the school, including, but not limited to, the process to be followed to ensure parental involvement. California Education Code § 47605(b)(5)(D).

**General Provisions**

As an independent charter school, View Park Preparatory Accelerated Charter Elementary 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.

View Park Preparatory Accelerated Charter Elementary School shall comply with the Brown Act and the Public Records Act.

All employees and representatives of Charter School, including members of the View Park Preparatory Accelerated Charter Elementary School’s governing board, members of school or governing board committees or councils, school administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD’s charter school policies, regarding ethics and conflicts of interest.

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 Charter School amends its bylaws, it shall provide a copy of the amended bylaws to CSD within 30 days of adoption.

Charter School shall send to the CSD copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. Charter School shall also send to the CSD copies of all board meeting minutes within one week of governing board approval of the minutes.

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

**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 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 which 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 View Park Preparatory Accelerated Charter Elementary 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 all applicable requirements of Cal. Admin. Code, tit. 5, §§ 4600 et seq.


Charter School shall extend its uniform complaint procedure to complaints pursuant to the local control funding formula. (Cal. Educ. Code section 52075).

LEGAL AND POLICY COMPLIANCE

View Park Preparatory Accelerated Charter Elementary School shall comply with all applicable federal and state laws and regulations, and District policy as it relates to charter schools.

RESPONDING TO INQUIRIES

View Park Preparatory Accelerated Charter Elementary School, including its nonprofit corporation, shall promptly respond to all inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. View Park Preparatory Accelerated Charter Elementary School, including its nonprofit corporation, acknowledges that it is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General.

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School’s operations is received or discovered by the District, Charter School shall cooperate with any resulting investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

NOTIFICATION OF THE DISTRICT

View Park Preparatory Accelerated Charter Elementary School shall notify the Charter Schools Division in writing of any citations or notices of workplace hazards, investigations by outside regulatory or investigative agencies, lawsuits, or other formal complaints, within one week of receipt of such notices by View Park Preparatory Accelerated Charter Elementary School. Charter School shall also notify the CSD in writing of any internal investigations within one week of commencing investigation.
TRANSFER OF STUDENT RECORDS

When a student transfers for any reason from Charter School to any other school, Charter School shall transfer the student’s complete cumulative record within 10 school days of receiving a records request from the receiving school. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 16.

Governance Structure
ICEF Public Schools (hereinafter refer to as “ICEF”) is the Charter Management Organization (hereinafter refer to as “CMO”) for VPES. As the CMO for VPES, ICEF’s Board of Directors has the legal and fiduciary responsibility for VPES. ICEF provides LAUSD with annual programmatic and fiscal audits for all authorized charter schools. From a legal perspective, Inner City Education Foundation is the nonprofit benefit corporation. ICEF Public Schools is dba for the Inner City Education Foundation. The Board provides fiscal accountability by approving and monitoring the budgets and other financial matters. The Board also helps ensure effective organizational planning by creating policies, approving long-range academic and financial goals and annual objectives, and the monitoring of the general policies such as health, safety, facility use and maintenance, and fundraising, and ensuring that school resources are managed effectively. The ICEF Board assesses and monitors the school’s progress with regard to its academic goals and is responsible for ensuring that the academic leadership is held accountable for fulfillment of VPES’ academic goals.

ICEF is a California non-profit 501(c) 3 corporation. ICEF’s Board of Directors is a self-selecting and self-governing body as outlined in its Articles of Incorporation and By-laws. LAUSD representatives, parents, employee, or community member may attend any ICEF Board meeting that is open to the general public. All management responsibilities not specifically designated to the Board are delegated to the CEO and the Executive Management Team, which is comprised of the Chief Financial Officer, Chief Operating Officer, VP of Schools and VP of Instruction.

The Board, by written resolution, may create one or more committees, each consisting of two or more voting members who serve at the pleasure of the Board. Appointments to committees of the Board of Directors shall be by majority vote of the authorized number of directors. Standing committees of Board of Directors include: Audit, Executive, Finance, Nominating, Governance, Financial Development, Program Development, and Special Committees. Restrictions on the powers of committee are itemized in Article 7.23 of ICEF’s Bylaws.

Major Roles and Responsibilities of School’s Governing Board
The Board of Directors delegates the corporation’s day-to-day operations to the Executive Management Team. ICEF’s corporate office provides services for general school operations including but not limited to human resources, IT operations, fundraising, grant writing, facility and site development, real estate purchases, budgeting/forecasting, accounting and payroll, compliance/reporting, service vendor contract negotiations, management, acquisition and special projects. Moreover, ICEF’s corporate office supports the schools’ instructional operations, professional development, student services coordination, and curriculum implementation. ICEF monitors and adheres to the applicable charter process and laws. ICEF uses an accounting system that adheres to Generally Accepted Accounting Principles (GAAP).
Additionally, Board’s duties include but are not limited to:

- Articulating the mission and core values
- Leading effective organizational planning
- Ensuring financial sustainability by proving fiscal accountability, monitoring the budget, and ensuring effective use of school resource.
- Conducting oversight of academic program
- Creating a comprehensive public relations strategy
- Self-evaluating and improving performance
- Approving and monitoring general policies and procedures

**Major Roles and Responsibilities of Executive Team, include but are not limited to:**

- **Chief Executive Officer:**
  - Carrying out the plans and goals established by the Board of Directors.
  - Acts as liaison between the Board and the executive team.
  - Lead in the development and implementation of the organizations vision, mission, and overall direction.
  - Presides over the organizations day-to-day operations.
  - Ensure that ICEF operates within approved budgets and operating plans.
  - Ensure that Board Members have adequate and current information to make sound decisions judgments.
  - Ensure that ICEF is appropriately organized and staffed.
  - Ensure compliance with legal regulations, laws, and requirements.
  - To sit on committees of the Board where appropriate as determine by the Board.
  - Develop and implement operational policies, strategic plan, and Annual Operating Plans.

- **Chief Operating Officer/Chief Financial Officer:**
  - Responsible for managing the organization’s day-to-day operations and reporting them to the CEO.
  - Overseeing ICEF’s accounting, finance, operations, human resources, IT operations, special projects, legal functions, and administration and facilities departments.
  - Insures compliance with federal, state and local regulations.
  - Develops administrative procedures and programs to implement the intent established by Board policies, directives and formal actions.
  - Oversees the preparation of quarterly and annual financial statements.
  - Develop and implement training programs to expand the capacity of all staff.
  - Ensure the continued financial viability of ICEF’s operational units through sound fiscal management.
  - Oversee all purchasing and payroll activity for staff and participants.
  - Oversee the management and coordination of all fiscal reporting activities for the organization including: organizational revenue/expense and balance sheet reports, reports to funding agencies, development and monitoring of organizational and contract/grant budgets.
  - Monitor banking activities of the organization.
  - Oversees the maintenance of the inventory of all fixed assets, including assets purchased with government funds (computers, etc.) assuring all are in accordance with federal regulations.
• **Vice President of Instruction:**
  o Plans, designs, develops and delivers district wide education program and services that fulfills the institutional mission.
  o Directs district-wide professional development for teachers and administrators, leads the transition to Common Core State Standards, and oversees the Blended Learning program

• **Vice President of School:**
  o Directs the school based operations and non-instructional activities of administrators.
  o Plans and develops internal systems of operations and infrastructure to support instructional activities and goals and administers all Title funded programs.
  o Responsible for ensuring meaningful involvement of all school stakeholder’s in schools decision making process.
  o Chairs the Administrative Expulsion Panel (AEP) on behalf of the Board

### Governing Board Member Composition
ICEF’s Board consists of a minimum of three (3) and no more than twenty-one (21) members. ICEF Board members represent a variety of perspectives, ethnicity, race, gender, age, geography, disciplines, and socio-economic backgrounds. Collectively, they constitute a wealth of skills, knowledge and expertise crucial to charter school operations, including but not limited to education reforms, charter school management, business administration, public administration, legal, financial, real estate, fundraising, strategic planning, marketing, human resource and public relations. The abilities and associations of ICEF Board members serve as key resources to charter’s school operations.

### ICEF Public School Board Members are
- Richard Riordan, Chairman of ICEF Board and Former Mayor of the City of Los Angeles
- Simeon Slovacek, Ph.D., Professor of Education at California State University at Los Angeles;
- Frank Baxter, former ambassador to Uruguay.
- David Moore, parent and Partner in MetalSales Associates
- William Lucas, Cataumet Partners
- Julie Kellner, Community Member

### Member Selection Criteria and Process
- **Selection Process:** The Chairman of the Board, or if none the Chief Executive Officer, appoints a Nominating Committee. The nominating committee develops the criteria for new board members based on the current board needs and that reflect the skills needs for the effective oversight of the schools. Based on the criteria, the nominating committee will recruit, evaluate and recommend qualified candidates for election to the Board of Directors. Prior to the new board member election and approval, the nominating committee furnishes information on each candidate to all members of the board. Prospective Board Members must also complete a Due Diligence Questionnaire as part of the interview and selection process. The full board may elect new members by majority vote at any Board meeting. The Nominating Committee also develops and administers orientations for newly elected board members.

- **Length of service Terms:** Each Director holds office for a three (3) year term (as detailed in Article Vii, Section 7.3 of Bylaws) or until a successor is designated and qualified. Terms of Directors will be staggered to provide continuity of management and operational control to the organization.

- **Process and potential considerations for determining a need to select/add board members:** The number of Directors shall be no less than three (3) and no more than twenty-one (21), the
exact number will be determined from time to time by a majority of the then authorized and acting Directors.

- **Board member qualifications:** All board members must represent the core values and mission of ICEF Public Schools. The Nominating Committee recommends candidates who have the skills, knowledge, and abilities necessary to provide effective oversight of school operations. The specific criteria will vary based on current board compositions and needs.

**Governance Board Procedures and Operations**

- **Compliance with Brown Act:** ICEF follow all applicable California nonprofit public benefit corporation laws. ICEF and VPES comply with the requirements of the Ralph M. Brown Act with regards to all issues related to the governance and operations of VPES, including, but not limited to meetings regarding policies, education, and fiscal issues. ICEF Board of Directors receives an annual Brown Act training, which is reflected in the Board Minutes.

- **Public Meetings:** Currently, meetings are held monthly, on the third Thursday of the month. A minimum of eight meetings are scheduled each year and are held from 4:00 p.m. to 6:00 p.m. at the ICEF corporate office, at 5120 W. Goldleaf Circle, Suite 350, Los Angeles, CA 90056. ICEF Board of Director’s Meeting schedule is set at the conclusion of each fiscal year. Board meeting agendas are posted within 72 hours of any regularly scheduled at the following locations: (1) ICEF’s Corporate Office (lobby), (2) in a visible location outside of school’s Main Office, (3) CMO and school’s websites. Board Minutes can be obtained from ICEF’s corporate office and school sites five (5) days after approval by the Board of Directors.

- **Special Meetings:** Meetings will be held at ICEF’s corporate office. Agendas for Special Board meetings will be posted within 24 hours of any special Board Meeting in a visible location at (1) ICEF’s Corporate Office (lobby), (2) School’s Main Office, (3) CMO and school’s websites. Board Minutes can be obtained from ICEF’s corporate office and school sites 24 hours after the meeting.

- **Closed Meetings:** As permitted under the Brown Act, the Board of Directors may hold a close meeting as part of a regular or special meeting (CA Government Code 54956.7-54957.8.) Closed meetings may be held to discuss personnel issues involving appointments, employment performance evaluations, discipline, complaints about dismissal of a specific employee or potential employee. Closed sessions will also be used to discuss student issues in regards to specific student disciplinary and special needs issues. ICEF will provide advance notification to the public of its intention to hold a closed session. The Agenda will describe the items to be discussed in a general way. The Board Secretary will keep minutes of closed sessions and will report on any actions taken by the Board.

**Governing Board Decision-Making Procedures:**

- **Quorums Requirements:** A majority of the voting Directors then in office shall constitute a quorum. Should there be less than a majority of the Directors present at any meeting, the meeting shall be adjourned.

- **Board Action (voting) Requirements:** If a quorum is present, the affirmative vote of the majority of the voting power represented at the meeting, entitled to vote, and voting on any matter shall be a decision of the Board of Directors. In case of a tie vote, the motion shall be considered to have been defeated. The Board minutes will note any no vote or abstention vote on any Board item within the Board minutes.

- **Teleconference participation:** Participation by board members in a teleconference (where all members participating in the meeting are able to hear one another), will constitute presence at
the meeting. Teleconferences will be conducted in accordance with procedures set forth in California Code 59953 (B) and in accordance with the Brown Act. For scheduled meetings, teleconferences will be conducted in accordance with procedures set forth in California Code 59953(B) and in accordance with the Brown Act. Teleconference access numbers and teleconference locations of participant will be included in meeting agendas.

**School’s Stakeholder Involvement Plan and Process**

ICEF Public Schools is dedicated to the notion of shared decision making. The governance structure is designed to assure that members of the school community shares in the decision-making process. To this end, ICEF has developed various opportunities in which stakeholders (i.e. Parents, school staff, community members, and high school seniors) can participate in the school’s decision-making process, as well as, in the shaping and implementation of the school’s educational program. The following describes the various types of teacher and parent involvement practices employed throughout ICEF.

**School Site Council**

The School Site Council (SSC) is a group of teachers, parents, administrators, and interested community members who work together to develop and monitor a school's improvement plan. It is a legally required decision-making body for any school receiving federal funds. All ICEF schools will form a School Site Council and adhere federal and State regulations (Education Code 52850-52863) in regards its operations. The School Site Council meets on a monthly basis to provide proposed suggestions to the school director in regards to the school’s operations.

The SSC will provide recommendations to ICEF’s Board of Directors at the end of each school year. The recommendation will be in the form of a Single Plan for Student Achievement (SPSA), which will address how funds provided to the school (through any of the sources identified in Educational Code Section 64000), will be used to improve the academic performance of all pupils. Goals recommended will be based on verifiable state data and may include internal district measures of student achievement. Established goals may related to general school operations, including but not limited to, curriculum/educational programs, school safety, budgeting decision on categorical expenditure and programs, school policies, and parent involvement practices. The School Site Council will monitor the implementation and annually revise improvement strategies and expenditures.

The School Site Council adheres to state regulations for membership requirements: (50% parents/community members, 10% Director, 30% teachers, and 10% other school staff). Beyond the aforementioned composition requirements, no seats on the school site council may be reserved for any group or individual. VPES’s School Site Council is composed of 10 elected members which includes 5 parents/community members, 1 School Director, 3 teachers and 1 school non-instructional staff. All members of the school site council will be chosen by peers.

Elections for School Site Council shall be conducted by secret ballot that will take place within the first thirty (30) days of the school year. Members are elected for two year terms which will be staggered to ensure continuity. The election day proceedings shall be publicized by the director at least 14 days prior to the election. Information about candidates shall be made available to the school community at least one week before the election. Voters must be present at the school on the election day during preset hours of voting. Election results will be publicized in the Parent Information Meeting.
**Teacher Grade Level Meeting with Directors**

Grade level teams meeting, composed of grade level teacher representatives, directors, and instructional coaches, will take place a minimum of four times per year. The goal of Grade Level Meetings is to collaboratively analyze student needs, design classroom instruction and intervention strategies and determine needed teacher professional development.

**Cadres**

Cadres are small work groups formed on an as needed basis to address specific school concerns. Cadres are comprised of members from the school community: teachers, support staff, administrator(s), parents, students, and those community members who are active participants in the school. School staff, parents, and community members may serve on any cadre. Cadres membership is on a volunteer basis and does not include an election process. The school director will oversee the implementation of cadres. Cadres will be formed as needed and disbanded after their work is complete (when the school has successfully addressed the challenge area). Any stakeholder can determine if cadres is needed by sharing their concern with the school director. School administrators will facilitate cadre meetings and provide support for cadre members during the process as they collaboratively school issues. Support includes logistical support, providing a framework for goals and timelines, allowing cadre members to share outcomes and update parent groups.

**Parent Involvement Policy**

Parent involvement is a key factor in student academic performance. For this reason, parents are expected to be active participants in their child’s education venture by communicating with teachers and monitoring their child’s academic process. Parents are also encouraged to visit school sites as this helps brings the school community closer and increases the responsiveness of school administration. All ICEF Public Schools will have a paid, full-time parent liaison who will work with parents to coordinate parent involvement, meetings and volunteer opportunities. The Parent Liaison will also serve as an intermediary between the school and families and act as an advocate for parent concerns. The use of communication tools such as SchoolReach, PowerSchool, email, and text message will enable school staff to keep parents abreast on important updates, events, and activities.

**Type of Parent Involvement:**

ICEF and VPES provide many opportunities for parent involvement, including but not limited to: classroom support, school support, School Site Council activities, Parent Information Meetings, Parent Grade Level Meetings, and other as described below.

- **Parent Orientations:** Provided to all new and returning parents in order to inform them about school’s parent and student expectation, curriculum offered, and district’s college-readiness model.

- **Parent Information Meeting:** The Parent Liaison and key parent leaders will hold monthly Parent Information Meetings (PIMs) to inform parents on a variety of school issues. Key parents leaders are define as parents/guardians who are actively engaged in the school community and passionately represent the needs and perspective of all parents. Key parent leaders serve as role models for parent engagement and work with other parents to develop a plan of action for engaging all parents with the goal of improving the learning experience for all children and families. PIMs also serve as a platform for parents to voice concerns regarding operation or education issues. The Parent Liaison will seek active parent participation in meeting and will work with parents to devise strategies to involve parents in school programs.
• **Parent Grade Level Meetings:** These meetings are held after each Parent Information Meeting, and are facilitated by parents with the assistance of school administrators and teachers. The objective of these meetings is to provide parents with grade specific information and collaboratively plan student-centered activities. The officers for grade level are (1) Grade Level Chair, (2) Treasurer, (3) Secretary, and (4) Field Trip Coordinator. The officers are elected by each grade level parents on an annual basis.

• **Parent Volunteering Opportunities:** To promote family involvement in ICEF schools, ICEF offers parents many opportunities for volunteering in a variety of capacities, including but not limited to: teacher support, student yard supervision, special events coordination, cafeteria duties, main office support, and parent leadership opportunities. To encourage this behavior, ICEF requires that each family completes 40 volunteer hours each school year. The parent’s completion of the 40 hours in no way impacts students’ enrollment or admission.

• **Parent Classroom Observations:** Parents can become involved in their child’s education by conducting a classroom observation. A classroom observation can be a planned or unplanned classroom visitation that allows parent to observe student in their learning environment.

• **Parent-Teacher Conference:** School wide Parent-Teacher conferences are held three times a year and are an essential for effective communication between teachers and parents. Parents are encouraged to schedule as many parent conferences with their student’s teachers as deemed necessary to ensure the academic success of the student. Moreover, teachers have office hours every Monday. During this time, parents are welcome to stop by to discuss academic progress or issues, communicate questions, comments and concerns they may have. Additionally, teachers use this time to correspond with parents through phones calls and emails.

**Survey of Entire School Community**

Students, parents, administrators, instructional and non-instructional staff will be asked to complete a survey on a bi-annual basis to help identify areas of needed improvement in both instructional and non-instructional operations. These surveys are completed online at the end of each semester. Parents are provided access to school computers to completed survey, if needed. The analysis of these survey results are shared with the executive team and serve as guidelines for future school-wide trainings, programs and policy development. Survey data will be reported to the Board of Directors.
Element 5 – Employee Qualifications

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

Equal Employment Opportunity

View Park Preparatory Accelerated Charter Elementary 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 identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, 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 recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

NCLB and Credentialing Requirements

View Park Preparatory Accelerated Charter Elementary School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as No Child Left Behind (NCLB)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers meet the requirements for employment set forth in California Education Code section 47605(l). Teachers of core and/or college preparatory subjects, and special education teachers, must hold and maintain a Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in a non-charter public school would be required to hold in the same assignment. Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

Application and Selection Process

1. Candidate submits a resume and an application
2. The recruitment team reviews the documents submitted including a credential check.
3. If a candidate is qualified, a brief phone interview is conducted
4. Candidates who pass the phone screen are invited to an interview feedback session.
5. Candidates who pass the interview/feedback session are then invited to teach a sample lesson. Parents and students are an integral part of this step in the process.
6. The final step in the process is a reference check.
7. Ultimately the school director decides to extend a job offer to a candidate.

Characteristics of a Strong Teacher Prospect

Teacher candidates should demonstrate most of the following characteristics in their written application, phone interview, and formal interview or during the sample lesson plan:

- Preferably at least two years of teaching experience
- Clear credential or enrolled in a teacher intern program
- Urban teaching experience
- Commitment to teaching in underserved areas
- Demonstrated use of data-driven instruction
• Demonstrated passion for closing the achievement gap
• Openness to feedback
• Demonstrates a desire for personal and professional growth
• Strong connection with students
• Commitment to a rigorous education

**Listing of All School Positions for VPES**

- **Administrators**
  - VP of Schools (Certificated)
  - VP of Instruction (Certificated)
  - Director

- **Certified Staff**
  - Teachers
  - Special Education Teacher
  - Director of Counseling and Student Services
  - Assistant Special Education Director
  - Special Education Resource Specialist (Instructional Support Staff)
  - Literacy Instructional Coach (Instructional Support Staff)
  - Math Instructional Coach (Instructional Support Staff)
  - Instructional Specialist (Instructional Support Staff)

- **Classified staff**
  - Instructional Aides (Instructional Support Staff)
  - Special Education Intervention Specialist (Instructional Support Staff)
  - Facilities Manager
  - Office Manager
  - Parent Liaison
  - Data Compliance Analyst
TITLE: VP OF SCHOOLS

Summary: The Vice President of Schools (VP Schools) supervises, coaches, develops, supports and evaluates all school Directors of ICEF schools. Being able to work both independently and as part of a team is essential to success. The VP of Schools is a part of the Executive Team and will work closely and collaboratively with the CEO, COO and VP of Instruction on organizational strategy and the successful completion of ICEF’s organization goals.

Reports To: CEO

Responsibilities:

- Ensure achievement of ICEF’s mission
- Evaluate school Director performance and capabilities
- Collaborate with Executive Team and Board of Directors to define and implement the strategic direction of the organization
- Work closely with CEO and Executive Team to create a performance-driven, student-centered culture throughout ICEF and maintaining a highly motivated employee force
- Interpret, develop, and recommend policies and regulations that govern the overall operation of ICEF schools
- Ensure school compliance with local policies and regulations, state and federal requirements, and ICEF Core Values
- Collaborate with the VP of Instruction on staff development for teachers and Directors
- Work closely with VP of Instruction to ensure schools adapt and adjust their educational activities to increase student performance through data driven activities and processes.
- Plan and provide oversight of staff and Director meetings
- Coach and mentor Directors Assistant Principals, Deans and other school site administrators
- Serve as a liaison between home office and school Directors
- Develop and strengthen community partnerships and relationships
- Assist in guiding the school budgeting process to maximize resources that focus on student learning and programming
- Investigate and write responses to school concerns and complaints to various organizations including the CDE, LAUSD, Community Organizations, the ICEF Board and others
- Work to prepare staff and students for testing season activities.
- Assist schools in preparing for LAUSD site visits and WASC processes and inspections
- Work with the VP of Instruction to create effective and productive professional development experiences that lead to improved teacher performance by increasing Teacher classroom management and instructional skills.
- Work with school site staff and the Director of Community Relations to create effective PIM meetings, increase community involvement in the schools and ensure adequate school enrollment
- Interact with the ICEF training team to provide suggestions for specialized training sessions for the school site staff
- Work with Directors and staff to develop an effective and efficient school office
- Work with staff to insure comprehensive data management policies and procedures.
- Provide leadership to special projects assigned by ICEF home office
- Performs other duties as assigned
Qualifications:

- Valid CA Administrator credential required
- Principal experience required, Secondary preferred, with demonstrated success in improving achievement and closing the achievement gap (3 years minimum)
- Proven record of improving student achievement by developing and implementing policies and practices that prepare all students, irrespective of socio economic background and English language development, to be college ready upon graduation from high school
- Demonstrated success in developing and implementing hiring, evaluation, and professional development strategies and activities that ensure a high quality teaching and administrative staff
- Possesses the political and social skills which contribute to the successful growth of the organization and ensure the maintenance of high quality teaching and learning
- Able to balance the need for direction at the system level with the need for a strong sense of ownership and responsibility at the school level
- Is a visionary and leader who sets high expectations, leads by example and inspires high quality performance
- Has core values that are consistent with those of ICEF Public Schools
- Is visible, approachable and communicates effectively with stakeholders
- Keeps the interests and needs of student learning central to the work of the organization
- Has a passion for achieving the educational mission of the organization
- Is able to build the capacity of principals to provide high quality leadership aligned with ICEF standards
- Is a self-starter with a strong sense of personal accountability and responsibility that can work well in a fast paced, entrepreneurial environment
- Willingness to continually learn, listen and collaborate with all stakeholders
- Flexible and able to multi-task; can work within an ambiguous, fast-moving environment, while also driving toward clarity and solutions; demonstrated resourcefulness in setting priorities and guiding investment in people and systems
- The executive presence to inspire confidence and passion in both internal and external audiences
- Ability to quickly build authentic interpersonal relationships
- Commitment to the belief that all students can learn and have educational equity
- Provide employment eligibility verification (Form I-9), pass background check through DOJ and FBI, and provide proof of recent Tuberculosis clearance
TITLE: VP OF INSTRUCTION

Summary: As an integral member of the Senior Management Team, the VP of Instruction is responsible for articulating the vision of the instructional program at ICEF Public Schools and ensuring that each school makes strides toward achieving the mission that all students will be prepared to attend and compete academically at the top 100 colleges and universities in the nation.

Reports To: Chief Executive Officer

Responsibilities:
- Work with the school leaders to set and ensure the attainment of annual measurable goals for their site.
- Develop and lead school administrators in their roles as instructional leaders and site managers by creating individual growth plans and performing evaluations.
- Direct the organization wide professional development and ensure that efforts are responsive to the overall trends and needs of the organization as evidenced by school data.
- Supervise and guide all Academic Home Office staff in supporting schools.
- Works directly with Chief Executive Officer to determine the overall strategy of the organization and develop short and long term goals
- Create, refine, and articulate organization wide structures and policies that ensure schools are able to achieve their goals and the mission and vision of the CMO.
- Assist and guide administrators as they disaggregate and share assessment data and identify how they will use that data to conduct of a cycle of inquiry.

Qualifications:
- Demonstrate knowledge and support of the ICEF mission, vision, goals, instructional conventions, policies/procedures, confidentiality standards, and the code of ethical behavior.
- Recognize and be sensitive to the various cultural differences that present challenges to student learning
- Experienced with diverse youth in an urban area
- Comfortable with a start-up environment: fast growth, flexible roles
- Confident leader and team player
- Driven by data
- Organized administrator
- Commitment to diversity and multicultural staff
- 2 or more years of educational administrative experience
- 3 or more years of experience teaching in an urban district
- A commitment to both excellence and equity
- Relentless drive to attain results
- Experienced instructional leader, with curriculum, pedagogy
- Provide employment eligibility verification (Form I-9), pass background check through DOJ and FBI, and provide proof of recent Tuberculosis clearance
TITLE: SCHOOL DIRECTOR

Summary: The Director serves as the instructional leader and chief administrator of an ICEF Public school; incumbent is responsible for the direction of the instructional program, supervisor of faculty and the operation of the school site. Director, in conjunction with staff, is empowered to make all decisions over hiring, instructional, and budget decisions. Director will be held accountable for delivering student results in line with agreed upon goals.

Reports To: VP of Schools

Responsibilities:

LEADERSHIP-CURRICULUM AND INSTRUCTION

- Projects and encourages a positive, cooperative atmosphere within the school and seeks to motivate all staff toward the fulfillment of the school’s mission statement.
- Assumes responsibility for the supervision of programs and improvement of instruction within the school.
- Promotes curriculum improvement and insures that instructional program sand courses are implemented consistent with California State Standards.
- Organizes and coordinates professional development activities for the staff.
- Works constructively in securing staff involvement and support for the development and implementation of instructional changes.
- Keeps informed and up to date regarding new developments in curriculum, instruction and administration, such as workshops, meetings, credit class, etc.

ADMINISTRATION AND ORGANIZATION

- Supervises building custodial/maintenance staff to ensure a clean and well-maintained building and encourages energy conservation measures.
- Maintains both formal and informal lines of communication to all staff while meaningfully involving them in the operation of the school.
- Schedules and conducts faculty meetings and professional development on a weekly basis.
- Ensures all school personnel, including administrators, teachers and staff are properly trained in complying with child abuse reporting requirements.
- Supervises an adequate system of teacher, pupil, and staff records.
- Directs the planning for all aspects of instruction, including all types of scheduling, registration of students, and the development of a master schedule.
- Supervises routine health and safety inspections and works closely with ICEF Public Schools to insure adherence to local, state and federal health and safety standards.
- Participates in negotiations and supervises the implementation of the contracted school lunch program.
- Oversees the collection and deposit of all student fees.
- Recommends purchase of all new equipment and instructional supplies.
- Ensures the publication of regular newsletters and bulletins to convey the school message to the community.
- Maintains effective relations with parents, parent groups and the community. Interprets the goals, objectives and programs of the school to parents.
- Maintains an up-to-date system of student attendance and discipline records.
- Submits all reports required by the State, Charter authorizer or other regulatory agency.
- Maintains communications with all appropriate ICEF Public Schools.
FINANCIAL AND BUSINESS MANAGEMENT
- Works with ICEF Public Schools to create and manage the school budget.
- Supervises the approved budget for the school and the receipt, care and inventory of equipment, furniture, and supplies purchased for the school.
- Evaluates the general condition and needs of the physical plant.
- Maintains accurate records and receipts for all monies associated with the school bank account and petty cash funds maintained by the school.

PUPIL PERSONNEL
- Prepares all students to attend college.
- Strives to attain a positive school climate in which students can mature and develop a sense of responsibility, self-worth, and good citizenship.
- Establishes rules and sets the tone for student discipline commensurate with ICEF Public Schools’ philosophy and policies and current school law.
- Enforces rules consistent with the approved Charter petition, the school’s philosophy and current law.
- Carries out and supervises disciplinary consequences for students who violate student code of conduct.
- Maintains communication with the student body in regular community meetings and interactions.
- Develops a program of orientation and acclimation for all new students.
- Assumes responsibility for security and pupil safety within the building; develops procedures designed to protect and enhance the safety of students and staff, and to promote the security of property and equipment.
- Protects the interests and wellbeing of all students by ensuring that any allegations of employee misconduct towards a student, whether physical, sexual, or emotional, are taken seriously and handled in a timely manner.
- Coordinates the school’s extra-curricular activities with assistance of volunteers, staff and parents.
- Coordinates and supervises an effective guidance program to insure student awareness of and access to the services provided.
- Promotes the general health, safety and welfare of the student body, guiding, supervising and/or coordinating all student activities to include school related activities outside of regular school hours, i.e. career exploration, field trips, Service learning, etc.

COMMUNITY RELATIONS
- Develops and maintains a positive communication system with the community and is responsive to meaningful input.
- Encourages all staff to be sensitive to the community and to be aware of the public relations responsibilities: and opportunities inherent in their positions.
- Develops and maintains parent resources within the school and engages parents in volunteerism in the school.

Qualifications:
- Bachelor’s Degree. MA, MBA, Ed.D, PhD, or JD preferred.
- CA Teaching Credential
- California Administrative credential
- At least 4-5 years of full-time teaching experience
- At least 2 years of administrative experience.
- Possess a valid California driver's license and responsible driving record, pass background check through DOJ and FBI, and provide proof of recent Tuberculosis clearance.
TITLE: TEACHER

Summary: Teachers are the responsible for the day-to-day work and management of the class and the safety and welfare of the pupils, during on-site and off-site activities. Teachers are expected to support and enforce the school’s mission, core values, philosophy, its policies and procedures.

Reports To: School Director

Responsibilities:

- Teachers are expected to aspire to effective performance in all areas of the ICEF core values, principles and instructional strategies as described in their ICEF Effectiveness Criteria for Classroom Instruction
- Teachers will create a powerfully engaging curriculum designed to move students towards meeting proficient performance of the high priority standards identified in ICEF Instructional Guides and prescribed by the California State Standards.
- Teachers will regularly provide lesson plans to Director as agreed to with Director.
- Teachers will provide clear information (through periodic course syllabus) to students and parents regarding class objectives, weekly assignments, homework requirements, grading rubrics and grading scale.
- Teachers are expected to employ a wide variety of teaching methods designed to create opportunities for deep understanding and differentiated instruction for all levels of ability within a class, including serving students identified with special needs.
- Teachers are expected to use Benchmark Exam results to determine differentiated re-teaching needed for low performing students.
- Teachers are expected to implement ICEF’s Essential Elements: College Going Culture, College Style Discourse, College Level Analytical Writing, College Style Study Habits, and Backward Mapping to College Standards.
- Teachers are expected to collaborate with Special Education Team and ELL Support Staff to ensure that students with additional needs are able to access the curriculum.
- Teachers will create and maintain a nurturing, structured and engaging classroom environment.
- Teachers are expected to have a coherent plan for classroom discipline and to keep clear and specific documentation of all intervention taken to correct student behavior before referring a student out of class.
- Teachers are expected to use PowerSchool to maintain accurate and up-to-date records of attendance, coursework, and to submit student report cards and school-wide assessment records on time.
- Teachers are expected to participate actively in all professional development session.
- Teachers are expected to attend and participate in monthly PIM (Parent Information Meetings), back-to-school nights, parent conferences, and office hours/tutoring as communicated by administration and track all efforts to create consistent and meaningful communication with parents.
- Teachers will work required school hours (half an hour before school day begins to 4:00p.m.), dressed professionally, and adhere professional code of conducts.
- Teacher will perform other duties as assigned by Director.
Qualifications:

- Bachelor’s Degree
- Possession of a valid internship, preliminary, or clear California Teaching Credential
- Strong commitment to ICEF’s mission and values
- Desire to teach in an urban school environment
- Confident in managing student behavior
- Ability to work under pressure and adapt to change easily
- Demonstrated success working with students from educationally underserved areas
- Possession of either a Bilingual, Cross-Cultural, Language or Academic Development (BCLAD) certificate; a Cross-Cultural, Language and Academic Development (CLAD) certificate; a Bilingual Certificate of Competence (BCC); or a Language Development Specialist (LDS) certificate is desirable.
- Provide employment eligibility verification (Form I-9), pass background check through DOJ and FBI, and provide proof of recent Tuberculosis clearance
TITLE: SPECIAL EDUCATION TEACHER

Summary: The primary role of the Educational Specialist is to provide instructional services to students with disabilities whose individualized education program team determines that services through the resource specialist program is the least restrictive environment. The Educational Specialist will support students in general education with mild moderate disabilities participating in the core curriculum. In collaboration with the general education teacher through co-teaching, co-planning and direct services the Education Specialist will provide support with accommodations, assessment information and behavioral implementations.

Reports To: VP of Instruction

Responsibilities:
- Instruction and services for students whose needs have been identified in an Individual Educational Program and are met in general education program.
- Information and assistance to students with disabilities and their parents.
- Consultation, resource information, and material regarding students with disabilities to parents and to general education staff members.
- Coordination of special education services with the regular school programs for each student with disabilities enrolled in the resource specialist program.
- Monitoring of pupil progress on a regular basis, participating in the review and revision of individualized education programs, as appropriate, and referral of pupils who do not demonstrate appropriate progress to the Individualized Education Program (IEP) team.

Qualifications:
- Bachelor’s Degree. MA, MBA, preferred.
- Candidate is required to have 1-2 years including an internship
- CA Teaching Credential for Special Education and any certification required by the CDE
- At least 4-5 years of full-time teaching experience
- Possess a valid California driver's license and responsible driving record, pass background check through DOJ and FBI, and provide proof of recent Tuberculosis clearance.
TITLE: DIRECTOR OF COUNSELING AND STUDENT SERVICES

Summary: Supervises and coordinates programs pertaining to Psychological, Counseling and Student Services.

Reports To: VP of Schools

Responsibilities:
- Plan, organize, administer and supervise student services programs, services and staff ICEF wide.
- Coordinate, provide guidance and supervise the Psychological and Counseling Teams ICEF wide.
  - Train, recruit and evaluate all ICEF employee team members and contracting agencies
  - Train, recruit and evaluate all Social Work, Psych and Counseling Interns
  - Provides Professional Development for Directors, Certificated and Classified Employees in the areas pertaining to psychological and counseling services for students
- Coordinate and monitor counseling programs in the areas of:
  - Positive Behavior Support
  - Life Skills / Community Counts
  - Safe and Civil Schools
- Coordinate and supervise a Positive Behavior and Intervention program (RTI) ICEF wide.
  - Program includes, but not limited to, the instruction of social/emotional skills
- Provide support in resolving litigious cases and Due Process cases ICEF wide.
- Provide support and resources for students and Families in Transition (FIT) per the McKinney Vento Homeless Assistance Act.
- Coordinate and maintain the archive and retrieval systems for all psycho-educational files ICEF wide.
- Maintain compliance in designing frameworks for tracking psycho-educational evaluations
- Maintain case management protocols for resource specialist and maintaining psych files
- Enforces the Compulsory School Attendance (SARB) laws and guidelines provided in the Education Code & supervises attendance offices and programs at each ICEF site.
- Supervise and coordinate Health, Dental and Mental Health programs that are responsible for the health and wellness of students.
- Utilizes an extensive knowledge of compliance, laws, procedures, intervention and school-wide instruction support related to Special Education.
- Develop and maintain the Counseling Resource Guide and maintain procedures for updating and building the portfolio.
- Develop, maintain and provide Professional Development for the Crisis Intervention Manual and procedures ICEF wide.
- Coordinates and supervises the collection and analysis of data and preparation of reports to monitor the provision and effectiveness of related services.
- Facilitates the integration of related services into general and special education programs to meet student needs.
- Coordinate, plan and implement professional development for all related services programs and providers.
- Supervises the provision of related services (DIS providers) and the appropriate documentation as needed.
- Communicates pertinent related services to all necessary ICEF departments and employees.
- Develops and oversees all the budgets for related services, including cost analysis for all related
services and programs.

- Participates in Special Education cases pertaining to recommendations of expulsion.
- Provides Professional Development to directors, staff and parents in the areas of counseling and student services.
- Coordinate and secure the compliance of all Related Mental Health Services (ERMHS), assessments and services per the standards set forth by LAUSD guidelines.
- Compile and report all the necessary statistics regarding the Department of Counseling and Student Services to the appropriate management and funding sources.

Qualifications:

- An earned master’s degree or advanced degree of at least equivalent standard from an accredited college or university, in the area of counseling or school psychology
- At least two semester units of specific and two semester units of general coursework in multicultural education or equivalent study.
- A California Administrative Credential, authorizing service in K-12 schools
- State License via the Board of Behavioral Sciences, California (L.E.P.)
- A credential in at least 1 of the following areas: Pupil Personnel Services- Counseling, School Psychology or Child Welfare and Attendance.
- At least eight school years of successful full-time service in a certificated position(s), no fewer than two years of which must have been in a management position.
- Knowledge of the California Education Code, District Board Rules, and District policies and procedures, goals and objectives, organizational structure and functions, and negotiated contracts, as related to the District’s policy for special education services.
- Knowledge of the fundamental principles and accepted practices, current trends, literature, and research in the field of special education.
- Knowledge of IDEA, PL-94-142, and Modified Consent Decree outcomes.
- Knowledge of federal, state and local policies, rules, laws, regulations, and legislation pertaining to Modified Consent Decree. Understanding of how to use MCD data to change practice of related service providers.
TITLE: ASSISTANT SPECIAL EDUCATION DIRECTOR

Summary: Supervises and coordinates programs pertaining to Special Education Related Services.

Reports To: School Director and VP of Schools

Responsibilities:

- Assists in Coordinating and supervising ICEF wide related services for students with disabilities. Monitors data and implementation of RTI.
  - Support DIS providers, RSP Teachers, Intervention Specialists at school sites to maintain special education compliance.
  - Assists with coordinating with SELPA and district supports, workshops and trainings for ICEFPS staff and parents.
  - Assists with developing and facilitating special education professional developments
  - Disseminate inter-agency correspondences
  - Manages confidential psycho-educational, speech and DIS provider reports
  - Assists in managing cases of Informal Dispute resolution and Due process cases
  - Supervises (provides guidance and support) DIS providers, psychologists interns and counselors
- Provides technical support to CAO, Sped. Director and Site Directors in areas of related services.
- Provides leadership and direction to Special Education Faculty, particularly Resource Specialists, School Psychologists and School Counselors.
- Assists in Supervising and coordinating the collection and analysis of data and preparation of reports to monitor the provision and effectiveness of related services.
- Monitors progress and achievement of Modified Consent Decree outcomes with regard to related services.
- Facilitates the integration of related services into general and special education programs to meet student needs in the least restrictive environment.
- Coordinate, plans, and implements professional development for related services providers.
- Supervises the provision of related services (All DIS providers) and documentation of reimbursable services.
- Supervises the provision of related services in compliance with special education laws and regulations.
- Uses current research to develop and implement innovative service delivery models.
- Directs and evaluates the performance of subordinate personnel.
- Communicates pertinent related service information to all Special Education Faculty, Charter Site Directors, and General Education Faculty.
- Meets regularly with all related service providers
- Develops and oversees all the budgets for related services, including cost analysis for all related services positions
- Meets regularly with special education, mental health, DIS and related service committee groups
- Provides direction and assistance in the implementation, monitoring and evaluation of special education instructional programs to meet federal, State, and District compliance standards at all grade levels.
- Provides assistance and support to the Special Education office, SELPA and LAUSD Charter Office in the investigation and resolution of complaints, litigation, and due process related to special education compliance.
• Participates in, and contributes to, the development and revision of comprehensive special education policies and procedures for the Special Education Policies and Procedures Manual.

Qualifications:
• An earned master’s degree or advanced degree of at least equivalent standard from an accredited college or university.
• At least two semester units of specific and two semester units of general coursework in multicultural education or equivalent study.
• A California Administrative Credential
• At least eight school years of successful full-time service in a certificated position(s), no fewer than two years of which must have been in a management position.
• Knowledge of the California Education Code, District Board Rules, and District policies and procedures, goals and objectives, organizational structure and functions, and negotiated contracts, as related to the District’s policy for special education services.
• Knowledge of the fundamental principles and accepted practices, current trends, literature, and research in the field of special education.
• Knowledge of IDEA, PL-94-142, and Modified Consent Decree outcomes.
• Knowledge of federal, state and local policies, rules, laws, regulations, and legislation pertaining to Modified Consent Decree. Understanding of how to use MCD data to change practice of related service providers.
• Credentials: One of the following California credentials or credential combinations authorizing K-12 service must be in force and on file in the California Department of Education.
  1. Service Credential with a specialization in administrative services.
  2. Standard or General Administration Credential.
• Preferential Qualifications:
  o Board of Behavioral Sciences – Licensure
  o School Psychologist/ Special Education DIS provider background
TITLE: LITERACY INSTRUCTIONAL COACH

Summary: The Literacy Instructional Coach will provide instructional support and coaching to teachers as they work to ensure that each student is able to reach his or her academic potential. The Literacy Instructional Coach’s primary role is to work with teachers to support best practices in using data, provide analysis of school-wide trends in instruction, and make recommendations about potential next steps to address areas of need. As an advisor to teachers and the leadership team, the Literacy Instructional Coach is responsible for four main areas: a) observing instructional delivery and providing feedback to enhance and support the development of each teacher's content area b) supporting teachers in the design of units and lessons for the development of their year-long curriculum, c) analyzing data in order to modify curriculum and forms of assessment to meet students' needs, and d) working with the academic staff (grade level chairs, assistant principals, principals) in the school to support sharing of best practices.

The Literacy Instructional Coach must take a hands-on approach to improving instruction and effectiveness by working at various levels (classroom-, school-, system-wide) to directly improve ELA instruction, student learning and foster teacher development. This may include modeling lessons in classrooms, helping teacher groups plan instruction, creating system-wide policies and procedures, and facilitating professional development. The Literacy Instructional Coach is a part-time position for the 2013-2014 academic year.

Reports To: VP of Instruction

Responsibilities:

- The Literacy Instructional Coach will work closely with the teachers, administrators and the Home Office Instructional Team to strategically create and implement a plan to increase student achievement in ELA.
- S/he will play an integral role in the efforts to horizontally and vertically align ICEF’s literacy curriculum and oversee ELA progress monitoring throughout the schools
- S/he will work collaboratively with the school personnel to advise directors and teachers on developing instructional strategies and intervention programs for struggling students.
- Collaborate with ICEF Home Office Instructional Team to plan and deliver pre-service summer professional development for new and returning staff members aligned to high priority initiatives and outcomes in the area of literacy.
- Support the development of high-quality/effective ELA instruction in all schools, grades K-12; observe and coach developing ELA teachers to improve instructional planning, teaching practice, and the use of data, assessment, and instructional technology.
- Work with ELA cadre leaders and teachers to refine and develop common standards based pacing plans, mid-year, and end of year common assessments for each grade level.
- Work with various teams (administrators, teachers, cadre leaders) to facilitate analysis of data provided by diagnostics, common assessments, and formative assessments. Act as cadre leader in the event there is no qualified applicant. Help teacher teams develop both school-wide and classroom intervention plans.
- Work with CMO and school administrators to develop policies and school structures that facilitate the improvement of ELA instruction and the appropriate interventions and supports for students.
- Support and deliver guidance on literacy using 21st Century learning techniques and the transition to the Common Core Standards
- Continuously monitor, track and analyze student achievement data in order to identify needed supports and strategies.
Qualifications:
- Four year college degree
- Experience working with adult learners, coaching teachers, and delivering professional development.
- A deep understanding of theories of literacy, including the diagnostic teaching of reading and reading intervention
- An understanding of the California Standards for ELA, the Common Core Standards, and current trends and best practices in curriculum design and instruction
- At least 3 years of ELA teaching experience in an urban school setting, serving low income and minority students.
- Experience coaching, leading and supporting teachers
- Strong record of helping students achieve academic success, primarily with minority and low-income students
- Significant experience with ELA curriculum development and daily lesson planning
- Experience in analyzing data and using results to modify curricula
- Multi-faceted, multi-skilled, resourceful, and willing to do whatever it takes to help our students reach a level of academic excellence
- Model positive and healthy character traits and habits, such as being organized, consistent and understanding
- Unquestioned integrity and commitment to the ICEF mission and willingness to serve the ICEF community
- Reading Specialist certificate or credential a plus
- Provide employment eligibility verification (Form I-9), pass background check through DOJ and FBI, and provide proof of recent Tuberculosis clearance
**TITLE: MATH INSTRUCTIONAL COACH**

**Summary:** The Math Instructional Coach (MIC) will provide instructional support and coaching to all ICEF Schools as they work to ensure that each student is able to reach his or her academic potential. The MIC's primary role is to work with math teachers to support best practices in using data, provide analysis of school-wide trends in instruction, and make recommendations about potential next steps to address areas of need. As an advisor to math teachers and principals, the MIC is responsible for four main areas: a) observing instructional delivery and providing feedback to enhance and support the development of each math teacher's content area b) supporting math teachers in the design of units and lessons for the development of their yearlong curriculum, c) analyzing data in order to modify curriculum and forms of assessment to meet students' needs, and d) working with the academic staff (grade level chairs, assistant principals, principals) in the schools to support sharing of best practices. The MIC will work collaboratively with the Instructional Team to advise directors and teachers on developing instructional strategies and intervention programs for struggling students. This may include modeling lessons in classrooms, helping teacher groups plan instruction, creating system-wide policies and procedures, and facilitating professional development. The Math Instructional Coach position is a part-time position for the 2013-2014 academic year.

**Reports To:** VP of Instruction

**Responsibilities:**

- Collaborate with ICEF Home Office Instructional Team to plan and deliver pre-service summer professional for new and returning staff members aligned to high priority initiatives and outcomes in the area of mathematics.
- Support the development of high quality/effective math instruction in all schools; observe and coach developing math teachers to improve instructional planning, teaching practice, and the use of data, assessment, and instructional technology.
- Work with math cadre leaders and teachers to refine and develop common standards based pacing plans, mid-year and end of year common assessments for each grade level.
- Work with various teams (administrators, teachers, cadre leaders) to facilitate analysis of data provided by diagnostics, common assessments, and formative assessments. Act as cadre leader in the event there is no qualified applicant.
- Help teacher teams develop both school wide and classroom intervention plans.
- Work with CMO and school administrators to develop policies and school structures that facilitate the improvement of math instruction and the appropriate interventions and supports for students.
- Serve as the project lead for grants geared toward the improvement of math instruction
- Continuously monitor, track and analyze student achievement data in order to identify needed supports and strategies.

**Qualifications:**

- Bachelor's degree (required)
- At least 3 years of math teaching experience required
- At least 2 years of experience leading other teachers to achieve strong academic results with historically underachieving students
- Experience working with adult learners, coaching teachers, and delivering professional development.
- Strong record of helping students achieve academic success, primarily with minority and low-income students
- A deep understanding of content specific and general pedagogy, the California Standards for
Mathematics, the Common Core Standards, and current trends and best practices in curriculum design and instruction.

- Teaching and administrative experience in an urban school setting, serving low income and minority students.
- Significant experience with math curriculum development and daily lesson planning
- Experience in analyzing data and using results to modify curricula
- Multi-faceted, multi-skilled, resourceful, and willing to do whatever it takes to help our students reach a level of academic excellence
- Model positive and healthy character traits and habits, such as being organized, consistent and understanding
- Unquestioned integrity and commitment to the ICEF mission and willingness to serve the ICEF community
- Provide employment eligibility verification (Form I-9), pass background check through DOJ and FBI, and provide proof of recent Tuberculosis clearance
TITLE: INSTRUCTIONAL SPECIALIST

Summary: The Instructional Specialist will provide instructional support and coaching to teachers at a specific school site as they work to ensure that each student is able to reach his or her academic potential. The Instructional Specialist’s primary role is to work with teachers to support best practices in using data, provide analysis of school-wide trends in instruction, and make recommendations about potential next steps to address areas of need. As an advisor to teachers and the leadership team, the Instructional Specialist is responsible for four main areas: a) observing instructional delivery and providing feedback to enhance and support the development of each teacher's content area b) supporting teachers in the design of units and lessons for the development of their year-long curriculum, c) analyzing data in order to modify curriculum and forms of assessment to meet students’ needs, and d) working with the academic staff (grade level chairs, assistant directors, directors) in the school to support sharing of best practices. S/he will work collaboratively with directors and teachers on developing instructional strategies and intervention programs for struggling students.

The Instructional Specialist must take a hands-on approach to improving instruction and effectiveness by working at various levels (classroom-, school-, system-wide) to directly improve instruction, student learning and foster teacher development. This may include modeling lessons in classrooms, helping teacher groups plan instruction, creating system-wide policies and procedures, and facilitating professional development. The Instructional Specialist is a full-time 12-month position.

Reports To: VP of Instruction

Responsibilities:

- Support the development of high-quality/effective instruction at the school site; observe and coach developing teachers to improve instructional planning, teaching practice, and the use of data, assessment, and instructional technology.
- Work with cadre leaders and teachers to refine and develop common standards based pacing plans, mid-year, and end of year common assessments for each grade level.
- Work with various teams (administrators, teachers, cadre leaders) to facilitate analysis of data provided by diagnostics, common assessments, and formative assessments. Help teacher teams develop both school-wide and classroom intervention plans.
- Work with CMO and school administrators to develop policies and school structures that facilitate the improvement of instruction and the appropriate interventions and supports for students.
- Support and deliver guidance on literacy using 21st Century learning techniques and the transition to the Common Core Standards
- Continuously monitor, track and analyze student achievement data in order to identify needed supports and strategies.

Qualifications:

- Four year college degree
- Experience working with adult learners, coaching teachers, and delivering professional development.
- A deep understanding of instruction, including theories of literacy and effective math instruction
- An understanding of the California State Standards, the Common Core Standards, and current trends and best practices in curriculum design and instruction
- At least 3 years of teaching experience in an urban school setting, serving low income and minority students.
- Experience coaching, leading and supporting teachers
- Strong record of helping students achieve academic success, primarily with minority and low-income students
- Significant experience with curriculum development and daily lesson planning
- Experience in analyzing data and using results to modify curricula
- Multi-faceted, multi-skilled, resourceful, and willing to do whatever it takes to help our students reach a level of academic excellence
- Model positive and healthy character traits and habits, such as being organized, consistent and understanding
- Unquestioned integrity and commitment to the ICEF mission and willingness to serve the ICEF community
TITLE: SPECIAL EDUCATION RESOURCE SPECIALIST

Summary: Assure that special education compliance is maintained on ICEF school campuses through the maintenance of the following: Support for the instructional program for students with special needs;

- Pertinent information and consultant services to staff members and parents;
- On-going student assessment and evaluation;
- On-going planning with regular classroom teachers (establishing and implementing a co-teaching plan) and also promotes and supports the school student success team.
- Provide workshop/learning center support.

Reports To: Director of Counseling and Student Services

Responsibilities:
- Develops individual educational programs for the purpose of meeting the individual needs of exceptional students.
- Evaluates students for the purpose of identifying student needs.
- Coordinates services to students for the purpose of ensuring efficient instructions and an effective cohesive program.
- Teaches/instructs students for the purpose of ensuring successful progress towards student's goals and objectives.
- Consults/collaborates with staff, parents, and agencies for the purpose of ensuring appropriate delivery of services and adherence to due process.
- Schedules services for students for the purpose of providing efficient and effective instruction to students.

Qualifications:
- Bachelor’s Degree, including appropriate coursework in education
- CA Special Education Credential and any certification required by the CDE
- Charter School Experience
- Experience as a teacher or special education support staff
- Knowledge of:
  - K-12 core curriculum content;
  - A variety of appropriate assessment tools to identify students with special needs; how to implement an integrated instructional program;
  - How to write effective, meaningful student goals and objectives;
  - Appropriate options of delivery methods and services;
  - How to coordinate services with the regular education classroom and program;
  - Appropriate modifications and interventions of classroom curriculum;
  - Due process rights and procedures; maintenance of tracking logs and official documentation of services.
  - Effective interpersonal communication techniques.
- Skills to:
  - Work with core curriculum and know where and how to access core curriculum content material;
  - Interpret and evaluate assessment results;
  - Coordinate curricular areas to help establish an integrated program for each student;
- Conduct on-going evaluation of student goals and objectives;
- Evaluate effectiveness of strategies and techniques used and adjust instruction and delivery as needed.
- Work on a daily basis with teachers to develop and maintain teaming/communication;
- Support classroom modifications and intervention strategies;
- Translate all necessary documentation in an understandable format on Special Education forms and files;
- Use effective and appropriate communication techniques with students, parents, staff, agencies and community members.
- Work with students with exceptional needs.
- Modify core curriculum and implement appropriate teaching strategies

- Ability to:
  - Coordinate service with the regular education teacher and work with core curriculum;
  - Administer a variety of assessments; Plan for effective, meaningful integration of student instruction;
  - Implement curriculum that addresses student goals and objectives; Deliver methods and services to match specific student needs;
  - Work with regular teachers in a team effort to plan curriculum and student support; Develop and implement modifications and intervention strategies;
  - Document necessary federal and state due process rights and procedures; Work with staff using effective communication techniques.
TITLE: SPECIAL EDUCATION INTERVENTION SPECIALIST

Summary: Provide intervention and specialized instructional support to students with exceptional needs in ICEF – Public Schools

Reports To: Director of Counseling and Student Services

Responsibilities:
- Diagnostic evaluations for students for the purpose of determining student performance levels.
- Assists in implementing instruction to students for the purpose of ensuring educational support for IEP implementation.
- Support student instruction for the purpose of ensuring successful progress towards students’ goals and objectives.
- Consults/collaborates with staff, parents, and agencies for the purpose of operationalizing appropriate delivery of services and adherence to due process.
- Assists in carrying out services for students for the purpose of providing efficient and effective instruction to students.
- Other duties as assigned for the purpose of overall special education compliance.

Qualifications:
- Bachelor’s Degree, including appropriate coursework in education.
- CA Special Education Credential and any certification required by the CDE.
- Charter School Experience.
- Experience as a teacher or special education support staff.
- Knowledge of:
  - K-12 core curriculum content;
  - A variety of appropriate instructional strategies to support students with special needs; how to implement an integrated instructional program;
  - Ability to implement student goals and objectives;
  - Appropriate options of delivery methods and services;
  - Effective interpersonal communication techniques.
  - Ability to:
    - Follow the instruction and support the special and regular education teacher and work with core curriculum;
    - Assist in completing RSP/ IEP, Case Management and service tracking documentation as needed;
    - Deliver methods and services to match specific student needs;
- Skills to:
  - Work with core curriculum and know where and how to access core curriculum content material;
  - Interpret and evaluate assessment results;
  - Coordinate curricular areas to help establish an integrated program for each student;
  - Conduct on-going evaluation of student goals and objectives;
  - Evaluate effectiveness of strategies and techniques used and adjust instruction and delivery as needed.
  - Work on a daily basis with teachers to develop and maintain teaming/communication;
  - Support classroom modifications and intervention strategies;
- Translate all necessary documentation in an understandable format on Special Education forms and files;
- Use effective and appropriate communication techniques with students, parents, staff, agencies and community members.
- Work with students with exceptional needs.
- Modify core curriculum and implement appropriate teaching strategies.
TITLE: TEACHER AIDES

Summary: Teacher aides provide support for full-time teachers, helping them with clerical work and classroom activities. This can involve providing individual attention to students in need of extra assistance or monitoring students while the teacher is out.

Reports To: School Director

Responsibilities:
- Prepare materials for the class under the direction of the teacher
- Provide individual and small group assistance with classwork
- Reinforce classroom rules and directions to promote positive student behavior.
- Supervise students as they go to lunch, recess, or other areas on campus.
- Perform clerical work such as taking attendance, using an answer key to grade tests, recording grading, drafting correspondence to parents, and handle routine filing of student’s work.
- Assist teacher in the maintenance and organization of the classroom environment

Qualifications:
- High school diploma
- Two years of college (minimum 60 units of core college credit, preferably in childhood education, child development, or other relevant fields)
- Associates degree or higher
- Understanding and patient
- Skilled at communicating with children and adults
- Practical, organized and able to solve problems
- Able to follow directives and work well as part of a team.
**TITLE: OFFICE MANAGER**

**Summary:** The School Office Manager supports the Director by performing complex, specialized clerical activities to manage the school office. He/She prepares and maintains data, files and records; reviews and verifies the accuracy and completeness of various student documents and data; maintains students and attendance information systems; distributes mail; answers phones and responds inquiries. The School Office Manager is a full-time, salaried non-exempt, year round position.

**Reports To:** School Director

**Responsibilities:**
- Manages all aspects of attendance and student records (sets up and maintains student database and attendance records)
- Demonstrates good understanding of confidentiality when typing confidential documents and maintaining files (such as school personnel, evaluations, and other confidential correspondence)
- Maintains a calendar for the director and school
- Handles, schedules and juggles multiple priorities and tasks
- Screens director’s mail and responds to all mail which can be handled in a clerical level
- Prepares and processes director’s correspondence, including handling dictation, typing, filing and other communications and record keeping processes
- Coordinates and/or handles distribution of correspondence
- Proofreads reports and documents for accuracy, completeness and conformance to established procedures and audit requirements, including Official Transcripts and attendance documents
- Duplicates and distributes a variety of records, reports and other materials as directed
- Takes incoming calls and makes necessary outgoing calls, receives visitors and parents, answers questions or direct to appropriate resource
- Facilitates communication among staff, students district personnel and other as required
- Maintains inventory of office and schools supplies: Requisitions, receives and distributes materials and supplies according to established procedures.
- Manages substitute teacher process
- Demonstrates knowledge of and support for the school mission, vision, standards, policies and procedures, confidentiality standards and the code of ethical behavior.
- Perform related duties assigned

**Qualifications:**
- AA degree or equivalent work experience
- Five year experience in fast-paced administrative support position, experience in a school front office preferable
- Proficiency with Microsoft Office
- Efficient office management capacity
- Gracious receptionist and telephone techniques and etiquette
- Effective communicate both orally and in writing using correct English usage, grammar, spelling, punctuation and vocabulary
- Professional attitude and appearance to meet school standards
- Ability to perform complex, specialized clerical work involving independent judgment and requiring speed and accuracy
- Establish and maintain cooperative and effective working relationships with others
- Make mathematical computations quickly and accurately
- Meet schedules and time lines
- Interpersonal skills using tact, patience and courtesy
- Ability to work effectively with constant interruptions
- Physical ability to operate a computer and office equipment
- Physical ability to lift light objects, kneel, bend and reach overhead
- May be required to administer first aid to students
- Provide employment eligibility verification (Form I-9), pass background check through DOJ and FBI, and provide proof of recent Tuberculosis clearance
TITLE: PARENT LIAISON

Summary: This is a full-time, salaried position. The Parent Liaison is responsible for acting as a source of inspiration, encouragement and support to the school staff, parents, student and administration throughout the school improvement process. The position will be vital in ensuring that all stakeholders are knowledgeable on bills and issues that affect Charter schools and may be asked to mobilize parents and join other organizations that support Charter Schools in the event of a school initiative that needs attention. They will work closely with the Director of Community Relations to develop and implement a vibrant and effective student recruiting program. Some evening and weekends required.

Reports To: Director/ Director of Community Relations.

Responsibilities:

- Oversee and manage the recruiting process to ensure that each school reaches full capacity
- Represent ICEF as a branded CMO entity with multiple schools within the community, while stressing the benefits of an ICEF education for specific assigned schools.
- Attend cadre, parent information meetings (PIMs), grade level meeting, parent liaison meeting, as well as district level and community meeting as needed.
- Be a part of the campus leadership team. May assist in student culminations and graduations
- Work closely with grade level position holder to schedule field trips and fundraisers.
- Provide school and community based volunteer opportunities so parent can actively participate in the life of the school, and maintain documentation of commitment hours
- Provide facilitators and/or willing to facilitate parent education training and workshops
- Assist with school sports program and the visual and performing arts department with promoting, advertising, ticket sales and marketing.
- Oversee the integrity of all activities involving monetary transactions.
- Responsible for collection of funds, preparing deposits and maintenance of financial records. Balance and reconciling school bank account.
- Work with college counselors to coordinate community service activities. Record community service hours for High School students.
- Ensure that the ICEF Core Values are followed and protect the integrity of the schools values and practices.
- Facilitate regular and special Parent Information Meetings.
- Strategize with Director of Community Relations and School Director to design and implement an effective school recruitment plan to ensure target enrollment is met.
- Will be expected to efficiently learn and execute school software programs and communication which will help to effectively maintain job duties and produce data as needed.

Qualifications:

- Flexible and able to multi-task; can work within an ambiguous, fast-moving environment, while also driving toward clarity and solutions; demonstrated resourcefulness in setting priorities and meeting deadlines
- The executive present to inspire confidence and passion in both internal and external audiences
- A track record of leading, motivating and developing high performance teams in diverse functions while contributing as an integral member of an executive staff
- Experience in school operations
• Detail oriented with exceptionally strong follow-up and follow-through skills, with a focus on results
• Strong analytical and critical thinking skills
• Proactive problem solver who demonstrates initiative
• Must demonstrate strong ethics, influence and negotiation, leadership, interpersonal skills, communication, the ability to engage in continuous learning
• Fundraising experience strongly preferred
• Excellent interpersonal and communication skills (written and oral)
• Ability to quickly build authentic interpersonal relationships
• Proficient in Microsoft Office Suite (Word, Excel, and Publisher)
• Provide employment eligibility verification (Form I-9), pass background check through DOJ and FBI, and provide proof of recent Tuberculosis clearance
TITLE: FACILITIES MANAGER

Summary: This is a full-time, salaried position. Facilities Manager will perform a variety of maintenance and custodial tasks to ensure school facilities are maintained and clean.

Reports To: School Director

Responsibilities:

- Inspects school building and grounds for safety issues.
- Submits monthly inspection reports to the School Director.
- Discusses long term and short term cleaning, maintenance and repair program items and develops a working plan with the School Director.
- Perform basic building maintenance and minor repairs--i.e. lights, electrical, mechanical systems, clocks, plumbing, grounds/landscape and trash clean up and removal.
- Perform minor painting and graffiti removal.
- Set-up for facility functions; tear-downs; school moves/relocations; furniture delivery; assembly; and setup; and delivery of supplies.
- Perform related facilities maintenance support duties as required.
- Supervise teams working on major school maintenance issues.
- Perform minor carpentry, drywall, electrical, mechanical, painting, and power washing and painting work as required.
- Keep buildings, classrooms, grounds, and equipment in a maintained, clean and sanitary environment.
- Replenish and restock sanitary products (toilet paper, paper towels, foam soap, etc.) in areas as needed. Work with office manager to order additional or new supplies from approved vendors as needed. Work with School Director and Director of Operations and Administration (DOA) to order construction related products.
- Perform regularly scheduled maintenance activities during off school times (i.e. floor striping and waxing; re-working landscaping materials; building and sidewalk power washing;)
- Will also assist with site security, building/life safety, and emergency drills.
- Performs duties as outlined on a daily task list prepared jointly by School Director Perform other duties as assigned by School Director

Qualifications:

- Previous experience in a school setting preferred.
- Good interpersonal and communication skills including positive interaction with students, parents and visitors.
- Must be able to prioritize tasks.
- Must have basic custodial, maintenance and facilities skills.
- Must have at least two years of experience in construction or facilities maintenance
- Must be able to lift 50 lbs. unassisted on a frequent basis.
- Must have a valid driver’s license and reliable transportation.
- Must be able to relate with students and school staff in a positive manner
- Must exemplify ICEF’s Core Values
- Must have basic writing and computer skills
- Provide employment eligibility verification (Form I-9), pass background check through DOJ and FBI, and provide proof of recent Tuberculosis clearance
TITLE: DATA AND COMPLIANCE ANALYST

Summary: This is a twelve month ICEF position. It is responsible for compiling, maintaining and ensuring the accuracy of student and school records and activities. Persons working in this capacity will collect and analyze information necessary for the completion and submission of a variety of reports. They will be assisting auditors, home office, and school personnel throughout the year in completing computer data inputs and auditing procedures. They will also be responsible in insuring that reporting deadlines are met and that the reports are accurate. Work at this level requires: (1) a good working knowledge of power school, power lunch, excel, word, access, and general computer skills; (2) a working knowledge of school and student reporting requirements, cum files, and school lunch programming. Those in this position will need to work independently against short deadlines with a high degree of functionality. The work that they create will be used by various people and agencies to provide accurate pictures of ICEF and its educational practices.

Reports To: Director of School and Student Information.

Responsibilities:
- Use the ICEF computerized information system to track student records and school information.
- Generate accurate reports from this data for various uses.
- Summarizes and analyzes information for reports due to LAUSD, CDE, Federal and State Programs, grant or other applications, ICEF Administration or the ICEF Board of Directors
- Develops standard reports for ongoing management needs.
- Prepares customized reports for internal school needs and assists in schools accountability reporting.
- Reviews student cum files to insure ongoing school compliance. Informs school site staff of deficiencies and follows up to insure compliance
- Ensures proper and timely dissemination of student records to campus and to other school districts as required.
- Coordinates with the home office, court and other legal requests are accurate and within time frame allotted.
- Adheres to local, state, and federal regulations to ensure that all student information is kept confidential except as required by legal order.
- Maintains accurate records of student suspensions, expulsions, and student withdrawal from school, including reasons.
- Oversees and administers the school lunch program at assigned schools including meal counts, record keeping and timely report preparation and submission.
- Keeps student, school, and teacher records and submits reports to LAUSD and the CED (i.e. Calpads) as required.
- Insures school compliance with all reporting requirements for all agencies and management teams.
- Attends weekly Professional Development and Training Sessions with the Director of School and Student Information
- Provides support and training for ICEF staff on the use of ICEF’s information systems to ensure smooth operations and processes when collecting and reporting on student information.
- Ensures that ICEF’s information system is accurate
- Regularly scrubs the data system to insure data remains accurate and up to date in compliance.
- Prepares regular and special compliance reports and data audits for the management team
- Helps determine system protocols and standards (i.e. field labels and structure)
- Creates additional information and other measurement that provides additional data for management
as requested
• Presents reports and other information to the Board of Directors, the Executive Management Team, the Sr. Management Team and other committees as requested.

Qualifications:
• High school graduate
• Advanced degreed strongly preferred.
• Two years of work experience at least one of which is data entry or a year of work directly related to a computer system which requires knowledge of editing and completing source data or an equivalent combination of education and experience.
• 3-5 years of experience in K-12 education preferred.
• Working knowledge of computers, Power School, Power Lunch, Microsoft Office Suite (Word and Excel) is essential
• Ability to operate office equipment such as printer, copier, multiline phone system, and fax machine.
• Experience in developing and delivering end user training for data systems, and relational databases and data management processes.
• Ability to prioritize duties to meet school needs.
• Ability to work with a high degree of accuracy and exercise independent judgment in correcting data errors or omissions.
• Knowledge of CDE, LAUSD, and ICEF policies and procedures
• Ability to analyze information to produce a variety of state mandated reports.
• Ability to type at least 50 words per minute.
• Bilingual a plus
• Must be able to prepare and write reports in a logical and professional manner
• Provide employment eligibility verification (Form I-9), pass background check through DOJ and FBI, and provide proof of recent Tuberculosis clearance
• Some travel will be required. Dependable transportation is necessary for this position.
Element 6 – Health and Safety Procedures
“The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in 44237.” California Education Code § 47605 (b) (5)(F)

HEALTH, SAFETY AND EMERGENCY PLAN

View Park Preparatory Accelerated Charter Elementary School shall have a comprehensive site-specific Health, Safety and Emergency Plan, including the acquisition and maintenance of adequate onsite emergency supplies, in place prior to beginning operation of the charter school. View Park Preparatory Accelerated Charter Elementary School shall ensure that staff receives annual training on Charter School’s health, safety, and emergency procedures, and shall maintain a calendar for, and conduct, emergency response drills for students and staff. Charter School shall periodically review, and modify as necessary, its Health, Safety and Emergency Plan, and keep it readily available for use and review upon CSD request.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

View Park Preparatory Accelerated Charter Elementary School, including its employees and officers, shall comply with the Family Educational Rights and Privacy Act (FERPA) at all times.

CRIMINAL BACKGROUND CHECKS AND FINGERPRINTING

Charter School shall require all employees of Charter School, all volunteers who will be performing services that are not under the direct supervision of a Charter School employee, and any onsite independent contractors or vendors having unsupervised contact with students, to submit to criminal background checks and fingerprinting in accordance with state law. Charter School shall maintain on file and available for inspection evidence that Charter School has performed criminal background checks and cleared for employment all employees prior to employment, and documentation that independent contractors and vendors have conducted required criminal background checks for their employees prior to any unsupervised contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice to ensure the ongoing safety of its students.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

Charter School shall require its employees, and any volunteer, vendor, or independent contractor who may have frequent or prolonged contact with students, to be examined and determined to be free of active tuberculosis as described in Education Code section 49406. Charter School shall maintain TB clearance records on file.

Charter School shall provide for the immunization and health screening of its students, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain immunization records on file.
Criminal Background Checks and Immunization for Vendors
All ICEF afterschool programs, vendors, consultants, and outside programs or staffing elements shall be required to have Criminal Background Checks and immunization records for any employee or consultant coming onto any ICEF campus or attending any ICEF outside activity where students are present. This will be evidenced by that entity providing to ICEF a written documentation stating that the persons working on CIEF campuses or at ICEF event have appropriate clearances. ICEF reserves the right to ask that copies of the clearances be provided upon request.
Element 7 – Means to Achieve Racial and Ethnic Balance

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

COURT-ORDERED INTEGRATION

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

Charter School has set forth below its initial plan for achieving and maintaining the LAUSD’s Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. (Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW)). The written plan lists specific dates and locations of recruitment activities that Charter School will undertake in order to achieve the District’s Racial and Ethnic Balance goal. Charter School shall monitor the implementation and outcomes of the initial plan, and modify it as necessary to achieve its goals. 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. Instead, the District now receives the Targeted Instruction Improvement Grant (TIIG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIG funding, where available, and cannot guarantee the availability of this funding.

NO CHILD LEFT BEHIND-PUBLIC SCHOOL CHOICE (NCLB-PSC) TRAVELING STUDENTS

The District and View Park Preparatory Accelerated Charter Elementary School are committed to providing all students with quality educational alternatives in compliance with all federal and state laws, including students who are enrolled in schools of the District identified by the California Department of Education as in need of Program Improvement. No Child Left Behind-Public School Choice (“NCLB-PSC”) placement with charter schools is an alternative strongly encouraged by the No Child Left Behind Act of 2001 (“NCLB”). View Park Preparatory Accelerated Charter Elementary School agrees to discuss with the District the possibility of accepting for enrollment District students participating in the District’s NCLB-PSC program. The parties agree to memorialize separately any agreed-to number of NCLB-PSC placements of District students at the charter school.

As required under NCLB, all NCLB-PSC students attending View Park Preparatory Accelerated Charter Elementary School shall have the right to continue attending View Park Preparatory Accelerated Charter Elementary School until the highest grade level of the charter. However, the obligation of the District to provide transportation for a NCLB-PSC student to View Park Preparatory Accelerated Charter Elementary School shall end in the event the NCLB-PSC student’s resident District school exits Program Improvement status.
View Park Preparatory Accelerated Charter Elementary School shall ensure that all of its NCLB-PSC students are treated in the same manner as other students attending Charter School. NCLB-PSC students are and will be eligible for all applicable instructional and extra-curricular activities at Charter School. View Park Preparatory Accelerated Charter Elementary School shall make reasonable efforts to invite and encourage the participation of the parents of NCLB-PSC students in the activities and meetings at Charter School.

Determination of student eligibility for this NCLB-PSC option, including the grade level of eligibility, will be made solely by the District, based on the District’s NCLB-PSC process, guidelines, policies and the requirements of NCLB. In the event demand for places at View Park Preparatory Accelerated Charter Elementary School under the NCLB-PSC program increases in subsequent years, View Park Preparatory Accelerated Charter Elementary School agrees to discuss with the District the possibility of increasing the number of NCLB-PSC places available at Charter School.

**FEDERAL PROGRAM COMPLIANCE**

As a recipient of federal funds, including federal Title I, Part A funds, View Park Preparatory Accelerated Charter Elementary School has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the No Child Left Behind Act of 2001 (NCLB) and other applicable federal grant programs. View Park Preparatory Accelerated Charter Elementary School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. View Park Preparatory Accelerated Charter Elementary School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of NCLB and other applicable federal programs, including, but not limited to, documentation related to funding, required parental notifications, appropriate credentialing of teaching and paraprofessional staff, the implementation of Public School Choice and Supplemental Educational Services, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB, Title I, Part A include, but are not limited to, the following:

- Notify parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher including a timely notice to each individual parent that the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified

- Develop jointly with, and distribute to, parents of participating children a school-parent compact

- Hold an annual Title I meeting for parents of participating Title I students

- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy

- Submit biannual Consolidated Application to California Department of Education (CDE) requesting federal funds

- Complete and submit Local Education Agency (LEA) Plan to CDE
Complete reform planning process with stakeholders and submit to CDE all appropriate
documents for Title I Schoolwide Program eligibility and status, if applicable; otherwise, identify
and maintain roster of eligible students for the Title I Targeted Assistance School Program

Maintain inventory of equipment purchased with categorical funds, where applicable

Maintain appropriate time-reporting documentation, including semi-annual certification and
personnel activity report, for staff funded with categorical resources, where applicable

View Park Preparatory Accelerated Charter Elementary School also understands that as part of its
oversight of Charter School, the District may conduct program review for federal and state compliance.

**Plan for Achieving and Maintaining the LAUSD Racial and Ethnic Balance**
The intent of VPES is to serve students living in and attending schools within 3 mile radius of VPES. Student marketing efforts focus on recruiting students who reside in the community or attend school in the community served, which includes primarily LAUSD residents. VPES will make every effort to recruit students of various racial and ethnic groups to achieve a balance that reflects the general population residing within the territorial jurisdiction of LAUSD. The plan to achieve and maintain LAUSD Ethnic Balance Goals includes (1) Distributing recruitment information to the general populations residing within the territorial jurisdiction of LAUSD, (2) Delivering announcements about enrollment opportunities through publicity flyers, school’s website, mass mailers, local media outlets, and community presentations, and (3) Monitoring the implementation and outcomes of the initial recruitment plan and modifying it as necessary to achieve diversity goals.

VPES will engage in the following recruitment activities on an ongoing basis, to assure racial and ethnic balance in student enrollment.

<table>
<thead>
<tr>
<th>Specific Annual Recruitment Activities</th>
<th>Month</th>
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</thead>
<tbody>
<tr>
<td><strong>Radio Ads:</strong> ICEF will place radio ads regarding the time and location of upcoming Information Meetings on English and Spanish language radio stations including but not limited to Radio La Nueva Pliolin 101.9 and KJLH 102.3</td>
<td>September-December; May-August</td>
</tr>
<tr>
<td><strong>Community Events:</strong> ICEF Representative will attend events such as the “Soul of Food,” to advertise ICEF’s mission, school model, and to promote enrollment opportunities to the surrounding community.</td>
<td>Year-long (September-August)</td>
</tr>
<tr>
<td><strong>School Tours:</strong> Held at school site to expose parents and community to school and classroom environment</td>
<td>March-July</td>
</tr>
<tr>
<td><strong>Open House:</strong> to showcase all ICEF schools and explain the admissions process</td>
<td>September-May</td>
</tr>
<tr>
<td><strong>ICEF Food Drive:</strong> to engage community and keep ICEF’s name visible in the community.</td>
<td>November-December</td>
</tr>
<tr>
<td><strong>Community Presentations:</strong> To provide information to the community at large, ICEF’s representatives will give presentations in local community based organizations, faith-based organization, Family Source Centers, Special Education Resource Centers, and other family and youth based agencies.</td>
<td>September-March</td>
</tr>
<tr>
<td><strong>Parent Volunteers:</strong> ICEF will continually evaluate and redirect its parent volunteer programs so that parents can continue to provide natural leadership in supporting ICEF’s efforts, including its outreach efforts.</td>
<td>Year-long (September-August)</td>
</tr>
</tbody>
</table>
Parent Information Meetings (PIM): These meetings can take place on first three Saturday in the month of December or another day through the week. Parents receive information about the school’s mission, vision, culture and expectations, as well as their rights and responsibilities in attendance at the charter school. Meetings will take place at each ICEF school.

September-February; May-June

Specific Materials and Methods Used to Advertise
ICEF will use the following material and methods to conduct its student outreach.

- **Flyer Distribution:** Distribute information flyers at nearby libraries, park and recreation facilities, churches, pre-schools, head-start programs, social and mental health services providers, youth organizations, groceries stores, and athletics leagues, local business, overcrowded elementary schools, nearby school in Program Improvement, and public bus stops.

- **Banners:** ICEF will post banners to indicate “Open Enrollment” in multiple ICEF school sites.

- **Newspaper Ads:** Place Newspaper ads regarding the time and location of Information Meetings in English and Spanish language newspapers including but not limited to “The Sentinel”, “La Opinion”, “The Wave” and other local newspapers.

- **Website:** ICEF Corporate and school specific websites will announce enrollment opportunities, admissions policies, enrollment procedures, and access to “Prospective Student Form.”

- **Mass Media:** Radio spots, mailers and telephone marketing efforts will target potential families to inform them of enrollment opportunities, process and deadlines.

- **Brochures:** Brochures that describes ICEF’s mission, college-readiness educational model, and educational success rates, will be distributed at local community based organizations, youth-based centers, and local businesses.

Language to be used for all Outreach and Recruitment Activities, Methods, and Materials
School brochures outlining the school mission, goals, admission policies, enrollment and lottery procedures will be made available in both English and Spanish. Orientation meetings, open house events, and school tours will be conducted in both English and Spanish to inform interested families about school policies and procedures and answer questions. Translations of materials into other languages will be made available upon request.

How will this plan achieve and maintain the LAUSD Racial Ethnic Balance Goal of 70:30 and 60:40
ICEF’s has put forward a recruitment plan that targets the students that resides in the neighborhood where the school located, which is representative of the demographics of LAUSD student population. The goal of this plan is to insure that all community members have equal access to information about enrollment opportunities. In its recruitment efforts, ICEF will emphasis its Non-Discriminatory Admissions Policy and Procedures. To ensure the effectiveness of our diversity recruitment plan, ICEF will maintain an accurate accounting of the ethnic and racial balance of students enrolled in the school, along with documentation of efforts the school has made to achieve racial and ethnic balance in accordance with the charter petition and standards of charter legislation. In addition, ICEF will continue to seek to hire individuals who can most effectively serve the needs of its students and families. For a more define description of the ethnic balance of the community, please see the chart in Element 1.
Element 8 – Admission Requirements

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

**McKinney-Vento Homeless Assistance Act**

Charter School shall adhere to the provisions of the 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 the school is open to enroll and provide services for all students, and provides a District standard contact number for access to additional information regarding enrollment.

**Non-Discrimination**

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

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

**Admission Requirements**

VPES will admit all pupils who wish to attend. VPES abides by all state and federal laws regarding admissions. All ICEF Public Schools shall not discriminate against any student on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, 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. All ICEF Public Schools shall be nonsectarian in its programs, admission policies, employment practices and all other operations. All ICEF Public Schools shall not charge tuition. Admission to VPES is available to all students residing in California. VPES complies with all laws establishing minimum and maximum age for public school attendance.

If by the application deadline, the number of students applying for admission exceeds the school’s enrollment capacity, enrollment is determined by a random public lottery. The public lottery will establish enrollment for available space and the order of students on a waiting list. Should the number of application received at the time of the application deadline do not exceed space available, all applicants will be accepted for enrollment.
Preferences in Admissions
If spaces are available, students who are sibling to current VPES students are assured spots before the lottery occurs (meaning that they are exempt from the lottery). VPES will then give preference to students who reside in LAUSD’s district as required by Education Code section 47605(d)(2)(B)

Enrollment Process
Student enrollment by law is open to all students in the state of California. The parents whose children are selected for enrollment must complete and submit an enrollment packet in its entirety, along with the following documentation: (1) a copy of their identification, (2) a copy of their student’s birth certificate, and (3) Immunization Record. Enrollment documentation must be submitted by designated deadline.

All admitted students will receive an Enrollment Form, which includes a list of required documents. The Enrollment Form must be returned to the School by the specified date or the child(ren) will forfeit enrollment for that school year. All required documents must be received by the established deadline(s) or the student will no longer be enrolled for the school year and the School will enroll the next student(s) on the waiting list.

In addition to the Enrollment Form, parents must sign the Parent/Student Compact, which serves to:
1. Acknowledge they understand and value the School’s vision and the distinctive characteristics of the educational program as described in the Charter; and agree to adhere to the School’s policies and procedures.
2. Affirm their commitment to actively participate in their child’s education both at school and at home.
3. Acknowledge they have read and discussed the expectations as a family and agree to work together to achieve those expectations.
4. A parent’s decision not to sign the compact in no way impacts the student’s admission or enrollment.

Unless the School office has been notified in advance, students who are not in attendance by noon on the first day of school will forfeit their enrollment and the next student on the appropriate Waiting List will be notified. This notification will be included in the Student Enrollment Packet and checklist.

Transportation
Given that enrollment in VPES is a “parent choice”, transportation to and from school will be the sole responsibility of the parent and will not be provided by VPES, except in specific cases where transportation may be otherwise mandated by law.

Plan for Recruiting Students with History of Low Academic Performance, Socio-Economic Disadvantages, and students with Disabilities.
As detailed in Element 7, our recruitment strategy is focused on recruiting all types of students, including those who are at risk of low academic achievement, special education students, and socio-economically disadvantaged students. To ensure this, ICEF’s recruitment materials will include our “Non-Discriminatory Statement.” Moreover, ICEF representatives will inform interested parents/guardians and students about ICEF’s history of serving low-achieving, economically disadvantaged, and student with special needs. ICEF Representatives will also informed interested parents/guardians that student’s IEP information will never be requested during enrollment or lottery process or as a condition for enrollment. As stated in Element 7, flyers and community outreach efforts will target the following locations in order to insure inclusion of students with history of low academic performance, socio-economic disadvantages, and students with disabilities:
• Social and mental health service providers (public, private and non-profit)
• Surrounding public school that are underperforming or in Program Improvement Status.
• Special Education Centers

Lottery Preference and Procedures

• **November-December:** Parents will be notified of open enrollment period through the aforementioned student recruitment activities and promotional materials (see Element 7). During this time, interested parties will be directed to complete “Intent to Enroll,” form to indicate their interest in enrolling. Our Enrollment Procedures, Admissions, and Lottery Ticket and Lottery Procedures will be provided (in both English and Spanish) to all interested parties who complete an Intent to Enroll form during the Open Enrollment Period.

• **January-February:** In the event that applications for enrollment exceed school’s enrollment capacity, a random public lottery will take place. Parents/Guardians who completed an “Intent to Enroll Form,” will be notified of the date, time, location, and procedures of the public lottery within ten (10) days of the lottery date via regular mail, emails, and/or phone calls. A written copy of the lottery procedures will be clearly publicized in the school website and posted on the school’s bulletin board prior to and during the lottery. Notification Letter will be provided in both English and Spanish. Lotteries will be schedule on Saturdays to maximize parent/guardian’s attendance. VPES will hold the public lottery at a facility that will accommodate all interested parties. Generally, the public lottery will take place at a local ICEF school site. The School Director and/or a designee of the Director will be present to ensure the lottery is properly and fairly executed. Lottery results and the waiting list will be kept at the school site and at ICEF’s corporate office. Translation in Spanish will be provided upon request.

**On The Day of the Lottery:**

• The school director will draw numbers from the lottery bin for each grade level in which there are more applicants than spaces available.

• **Selected Student:** Students who are selected in the Public Lottery Drawing will be notified within 2 business days and provided with an “Enrollment Packet.” The Enrollment Packet will include: a Welcome Letter, Student Enrollment Application, and a checklist of required documentation and specify the deadline for application submission. To secure admission, parents must submit a completed Enrollment Application within the following timeframe:
  - When there is more than 30 calendar days before the start of school year, parents have fifteen (15) business days from the time they were selected for enrollment.
  - When there is less than 30 calendar days before the start of school year, parents have fifteen (10) business days from the time they were selected for enrollment.
  - Parents/guardians who do not submit a completed enrollment packet by the designated deadline will be move to the end of the Wait List.

• **Students Not Selected:** Students who are not selected during public lottery are moved to the Wait List. The Wait List order is determined by the order they were pulled in the lottery. As seats become available the names (numbers) on the list will be notified via letter, telephone, and email in the order they appear on the Wait List. Parents/Guardians must pick up “Enrollment Packet” within 3 business days after being notified. To secure admission, parents/guardians must submit a completed enrollment packet by the designated deadline as established above.

• Students remain on the waitlist for one year and must reapply each year.
**Element 9 – Annual Financial Audits**

“The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audits exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.” California Education Code §4765 (b)(5)(I).

The annual audit shall be conducted in compliance with the California Education Code 47605(b)(5)(I) as it is amended from time to time.

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 school’s Calendar  
h. Statistical Report – monthly according to 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

**ICEF’S Annual Audit Procedures**

- ICEF’s Board of Directors will annually appoint an Audit Committee by January 1st to select an auditor by March 1st prior to year end (June 30th).
- The auditing process will be managed by ICEF’s Chief Executive Officer and Chief Financial. The designated officers, assisted by ExED, will provide LAUSD with the final audit results no later than December 15th for the preceding fiscal year.
- **Auditor Selection Process:**
  
  - The Audit Committee will select only CPAs which are certified as being in good standing by the California State Controller’s Offices (CSCO)  
  - The Audit Committee will ensure that auditor’s license is current and active by conducting a license search in CSCO’s webpage.  
  - The Audit Committee will check for any enforcement actions against auditors.  
  - The Audit committee will interview prospective CPAs and conduct reference check  
  - The Audit Committee will review Quality Control Reviews available in CSCO’s website before nominating an auditor to ICEF’s Board of Directors.  
  - The Audit Committee may reuse former auditor without an additional auditor search, provided conditions 1-3 are meet.

- Audit exceptions and deficiencies will be resolved in conference with auditing agency prior to the completion of the auditor’s final report. ICEF Public Schools and VPES utilize accounting procedures that satisfies the requirements for LAUSD, LACOE and CDE and adhere to General Accepted Accounting Principles (GAAP). VPES School will follow the internal fiscal control
policies governing all financial activities as set forth by the CMO and by ICEF’s Board of Directors. Audits will reviewed by the audit committee, prior to being presented to the Board for approval. Approval of the audits will be followed by a Board Resolution which will be reflected in Board minutes.

- ICEF’s Board of Directors will commission and approve an annual financial audit by an independent third party auditor. The contracted auditor will report directly to the Board of Directors. The CFO has the responsibility of ensuring compliance with all financial reporting requirements and providing a copy of the approved audit to the required charter-granting agency. The Board can appoint someone else to perform the CFO’s responsibilities in the case of his/her absence.
Element 10 – Suspension and Expulsion Procedures

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

**General Provisions**

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

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

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

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

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

**Students with Disabilities**

Charter School shall implement operational and procedural guidelines ensuring 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, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Special Education Service Center.

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a 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, including a District representative, 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 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 504?
NOTIFICATION OF THE DISTRICT
Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

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

Notwithstanding 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 sections 49068 (a) and (b).

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

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

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.

**Student Discipline at ICEF and VPES**

Student discipline at ICEF is grounded in a positive and dialogue-based approach with the ultimate goal of self-discipline. Students are expected to behave in a respectful way toward their teachers, any adults, their classmates, and toward the property of others. Students will be approached in a respectful manner and asked to comply with the standards of behavior.

VPES is committed to creating a safe and nurturing environment for every child. Staff members are committed to helping students grow into healthy, happy, responsible adults; with the ultimate goal of every student possesses a clear understanding of how their actions affect others. When a child acts in thoughtless or harmful ways, the entire community suffers. Discipline is used to discourage misbehavior and encourage students to make better choices in the future. Staff, parents, and volunteers will work diligently to create a school culture that encourages students to take charge of their lives and manage their own behavior and learning. Staff will work with students to equip students in conflict resolution techniques and problem-solving skills to help facilitate successful interactions with others. VPES’s student discipline guidelines are based upon a philosophy of respect, which entail:

- Respect for all human beings
- Respect for the guidance provided by teachers, staff, volunteers and parents
- Respect for all school and personal property
- Respect for our school community
- Respect for our neighbors
- Respect for the Earth and all living things

When student behavior is not deemed to be inappropriate or when certain acts occur, it may become necessary to take more a more stringent approach to discipline. This involves a multi-tiered approach to discipline. It could involve counseling, extra duties, after school on or offsite activities or could lead to further actions in a more structured suspension or expulsion process. In the case the Board of Directors at
ICEF has developed and approved a policy that follows carefully crafted steps to insure student rights and safety while allowing for the best possible educational processes to continue un-interrupted.

ICEF’S SUSPENSION AND EXPULSION POLICY

Authority to Suspend and Expel Student
In accordance with Education Code Sections 48900 et seq., the School Director of school may suspend or recommend expulsion of a student if it is determined that the student committed any act(s) listed under Attachment A: Grounds for Suspension or Expulsion. Suspension and/or expulsion of a student from school is allowed only if the act committed is related to school activity or school, occurring at any ICEF Public School or at any other school at any time including but not limited to: (a) while on school grounds; (b) while going to or coming from school; (c) during the lunch period, whether on or off the school campus; (d) during, going to, or coming from a school-sponsored activity. A pupil may be expelled only by the action of the ICEF Board of Directors.

Policy Statement
At ICEF Public Schools the behavior program will be positive and proactive. The entire staff at VPES will be expected to praise and reward appropriate behavior. The goal of VPES will be to teach students to have self-respect, respect for others, responsibility for his or her actions and positive social interactions.

Every VPES student will be expected to meet minimum standards of conduct. When students disobey the law or do not obey school rules and regulations, they may be subject to discipline VPES will develop and approve a Parent and Student Handbook at the beginning of each school year with input from all stakeholders that addresses acceptable standards of behavior and specific consequences for student conduct. Parents or guardians will be notified at the beginning of each school year of school discipline rules, student rights and the responsibilities relating to student conduct.

In effecting discipline, teachers and administrators must recognize that students and their parent have certain legal safeguards. VPES shall provide due process for all students, including adequate notice to parents/guardians and students regarding the grounds for suspension and expulsion and their due process rights regarding suspension and expulsion, including rights to appeal. VPES 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.

VPES shall ensure that its staff is knowledgeable about and complies with the District’s Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree. VPES shall be responsible for the appropriate interim placement of students during and pending the completion of the VPES student expulsion process and shall facilitate the post-expulsion placement of expelled students. VPES shall document and implement the alternatives to suspension and expulsion that VPES utilizes in response to attendance-related concerns, e.g. Truancy or excessive tardiness.

Type of Suspension
Suspension is the removal, from ongoing instruction for adjustment purposes. There are three types of suspension:

1. **Suspension from Class**: A teacher who suspends a student from his or her class must immediately report the suspension to the school director (or the director’s designee) and send the student to the office. The student may only be kept out of class for the balance of the day.
During the period of suspension, a student may not be returned to the class from which he or she was suspended without the concurrence of the director and the teacher who imposed the suspension. A teacher may require the student to complete all tests and assignments the student missed during the period of suspension. The parent or guardian will be notified immediately of the out of class suspension. The teacher will require the student to complete all tests and assignments the student missed during the period of suspension. A student will not be suspended from the same class more than two times per month, unless the student is suspended for the entire day. A suspension for the entire day is counted toward the 20 days allotted per year.

2. **Suspension from School:** The director or director’s designee may suspend a student from school for no more than five (5) consecutive school days. When suspension from school is imposed, the director or director’s designee will talk with the student regarding the reasons for suspension, and must give the student the opportunity to explain his or her actions. The director must make a reasonable effort to inform the parent or guardian immediately of the suspension. The school must also notify the parent or guardian in writing of the suspension. A student may not be suspended for more than twenty (20) school days within the school year. Suspensions from class will not count towards the twenty (20) day limit.

3. **Alternative to Suspension:** Students may be suspended from class and still remain in school during the period of suspension. Students are sent to a designated area to complete classwork and will be supervised by a member of the VPES staff (instructional specialist, teacher, etc.). This option will offer students self-management and social skills training, in addition to academic support. Students who successfully complete the session will not reflect a suspension from school on their attendance record unless the student is pending expulsion.

**Suspension Procedures**
Suspensions shall be initiated according to the following procedures:

1. **Informal Conference:** Suspension shall be preceded by an informal conference conducted by the school director or the School Director’s designee with the student and his or her parent and, whenever practicable, the teacher, supervisor or school employee who referred the student to the school director. The conference may be omitted if the School Director or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference. At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason, including, but not limited to incarceration or hospitalization. The conference shall then be held as soon as the pupil is physically able to return to school for the conference.

2. **Notice to Parents/Guardians:** At the time of the suspension, the School’s Director or Office Manager shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension. This notice shall state the specific offense committed by the student. In addition, the notice will state the date and time when the student may return to school. If 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.
3. **Suspension Time Limits/Recommendation for Expulsion:** Suspensions, when not including a recommendation for expulsion shall not exceed five (5) consecutive school days per suspension. All arrangements will be made to provide the student with classroom material and current assignments to be completed at home during the length of the suspension. When possible, suspended students will be given the opportunity to get coursework and homework before they leave campus. Suspended students will also be given the email address of their teachers so that they may complete coursework during their suspension. In the event that a suspension is extended pending an expulsion, work will be provided for the student and an alternative school placement may be considered on a case-by-case basis depending on factors which include the severity of the incident and potential to disrupt the learning environment.

4. **Appeal:** All suspensions are decided by the School’s Director and can be appealed to the ICEF VP of Schools by written request (hand-delivery or email acceptable) within 24 hours of the suspension decision. In the absence of the VP of Schools the VP of Instruction shall be next in the appeal procedures for suspension. Immediately following the request to appeal the suspension, the VP of Schools or VP of Instruction will meet with the parent to hear their evidence as to why the student should not be suspended. Follow the meeting the VP of Schools or VP of Instruction will decide to either uphold or deny the request to suspend. The parent and School Director will be notified within 24 hours of the final decision.

**School Director’s Discretion to Recommend Expulsion**

Expulsion is the removal of a student from the immediate supervision and control or the general supervision of, school personnel. The expulsion shall be enforced and the student be referred to their local school district in accordance with the Ed. Code program, except as precluded by law. Education Code section 48915 describes offenses for which directors are mandated to recommend student expulsion and for those which directors may exercise their discretion to determine whether or not an expulsion recommendation is appropriate. Refer to Attachment B: Conditions for Student Expulsion Recommendation.

- **Level 1: Mandatory Expellable Offenses With No School Director Discretion**
  
  School Directors will immediately suspend and recommend for expulsion any student who commits Level 1 offenses (listed in Attachment B: Conditions for Student Expulsion Recommendation) while on campus or while attending a school sponsored event, including but not limited to athletic events, school plays, and school dances:

- **Level 2: Offenses Subject to Limited School Director Discretion**
  
  The School Director shall recommend a student’s expulsion if he or she determines that the student committed Level 2 offenses (listed in Attachment B: Conditions for Student Expulsion Recommendation) at school or at a school activity off school grounds unless the principal also determines that expulsion is inappropriate due to the particular circumstance. **Note:** Serious physical injury is defined as “an injury that requires substantial risk of death; extreme physical pain; protracted and obvious disfigurement; or protracted or impairment of function of a bodily member, organ, or mental faculty.”

- **Level 3: Offenses Subject to Broad School Director’s Discretion**
  
  The School Director as maximum discretion to recommend or not recommend expulsion when he or she determines that a student has committed Level 3 offenses (listed in Attachment B: Conditions for Student Expulsion Recommendation) at any time, including, but not limited to, while on school grounds; while going to or coming from school; during the lunch period, whether on or off campus; and during, or while going to or coming from, a school-sponsored activity.
To expel students for any offense listed under Level 2 and 3 (Attachment B), School Directors must provide evidence of one of the following finding:
1. Other means of corrections are not feasible or have repeatedly failed to bring about proper conduct.
2. Due to nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

**Expulsion Procedures**
1. A student may be expelled following a recommendation by the School Director.
2. Students recommended for expulsion are entitled to a hearing before a three member Administrative Expulsion Panel (“AEP”) that has been appointed by the ICEF Board of Directors, who will determine whether the student should be expelled.
3. The hearing shall be held within thirty (30) school days after the School Director determines that the student has committed one of the acts listed under "Attachment A: Grounds for Suspension and Expulsion."
4. Written notice of the hearing shall be forwarded to the student and the student’s parent/guardian at least ten (10) calendar days before the date of the hearing. The notice shall include the following:
   - The date and place of the hearing
   - A statement of the specific facts, charges and offense upon which the proposed expulsion is based;
   - A copy of disciplinary rules which relate to the alleged violation;
   - Notification of the student’s or parent/guardian’s obligation to provide information about the student’s status to any other district in which the student seeks enrollment
   - A statement that parents or guardians may file an appeal request for any expulsion decision within seven (7) calendar days of the rendering of an expulsion decision by the AEP. VPES will schedule the appeal hearing as soon as possible, but parents may request that the appeal hearing be delayed for up to thirty (30) calendar days from the date of the expulsion decision. An explanation of the parent’s rights at the expulsion hearing which will include the ability to ask questions, question witnesses, provide evidence, and discuss options for behavioral change in their student.
   - Parent’s Rights and Responsibilities:
     The student shall be entitled to a hearing to determine whether the student should be expelled.

Parents will receive the following:
- The date, time, and place of the hearing.
- A statement of the specific facts and charges upon which the proposed expulsion is based.
- A copy of the disciplinary rules of the district that relate to the alleged violation.

Within three (3) schooldays after the conclusion of the hearing, the panel shall decide whether to expel the student and recommend the expulsion to the ICEF Board.

Parents have the right to appear in person or to be represented by legal counsel or by a non-attorney adviser.

Parents have the right to present oral and documentary evidence on the student’s behalf, including witnesses.
The panel shall conduct a hearing to consider the expulsion of a student in a session closed
to the public.

The parent may inspect and obtain copies of all documents to be used

During the hearing parents have the right to confront and question witnesses who testify
at the hearing, and to question all other evidence presented.

5. 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. Such notice shall be sent by the School Director, or Office Manager.

6. A record of any expulsion or recommendation for expulsion is made to the ICEF Board of
Directors for ratification of its recommendations. Any recommendations shall be discussed at a
closed session at the board next regularly scheduled board meeting.

**Interim Placement**

Students engaged in the expulsion or appeal process are considered suspended pending completion of the
process. Due to the hardship on the student’s family and potential academic strain placed on the student,
families are encouraged to act quickly where practical so as to ensure the students miss the least amount
of school possible given the circumstance. The interim placement of a student will depend on several
factors including but not limited to the severity of the offense, and whether space exists at other schools.
Students engaged in the expulsion/appeal process may be placed on an independent study program,
temporarily placed at another ICEF school, or may be allowed to receive work from the school at which
they are currently enrolled.

**The Expulsion Hearing:**

Education Code Section 48918 mandates that a pupil be invited to participate in a hearing to determine
(1) whether the evidence supports the allegation(s) and (2) whether that pupil should and can be expelled.
Therefore, an Administrative Expulsion Panel (AEP) hearing is conducted for each student who is
recommended for expulsion unless the recommendation is rescinded by the School Director. The
expulsion hearing must be conducted in a manner consistent with the student’s due process rights and
must follow general rules of administrative procedure

**The Expulsion Hearing shall:**

- Provide an opportunity for the student or the student’s parent/guardian to appear in person or to
  employ and be represented by counsel;
- Provide the right to inspect and obtain copies of all documents to be used at the hearing;
- Provide the opportunity to question all witnesses who testify at the hearing;
- Provide the opportunity to question all evidence presented and to present oral and documentary
evidence on the student’s behalf including witnesses;

**Administrative Expulsion Panel**

Following the School’s Director’s recommendation for expulsion, a three member Administrative
Expulsion Panel (“AEP”) selected by the Board will meet to review the charges, hear evidence, insure
student’s due process rights are maintained, take and evaluate testimony, and render a decision in the
case.
The Administrative Expulsion Panel will consist of one (1)unbiased representative from each of the following categories: (Note: an unbiased person is one who was not involved in the behavior being considered and/or one who is impartial and has no vested in the outcome of the hearing.)
1. School Administrator: a School Director or Assistant Director from an uninvolved ICEF school, Director of Blended Learning, or VP of Instruction
2. Teacher: an ICEF teacher, Director of College Readiness, or Instructional Specialist.
3. An ICEF Home Office staff member

Presentation of Evidence
A decision to expel by the Administrative Expulsion Panel must be supported by substantial evidence that the student committed any of the acts listed in “Attachment A: Grounds for Suspension and Expulsion” above. Findings of fact shall be based solely on the evidence at the hearing. While no evidence shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses of whom the school director determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm and are exceptions to hearsay. While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs.

If, due to a written request by the pupil who has been recommended for expulsion, 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, alleged victim, or perpetrator may have the right to have his or her testimony heard in a session closed to the public when testifying at a public meeting, as determined by the school director would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm, including, but not limited to, video-taped deposition or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit televisions.

Administrative Expulsion Panel Report/Decision
In reaching their conclusion, the AEP will consider (1) Campus safety, (2) Severity of incident, (3) Student’s history of discipline, (4) Potential disruption of learning environment (5) Deterrence. All conclusions of the AEP are subject to appeal under the appeals procedure outlined below.

Following the presentation of facts and witness statements during the hearing, the AEP may reach one of several conclusions:

1. **Reject the School Director’s recommendation of expulsion:** Following a full rejection of the School Director’s recommendation, the student may return to his/her school.
2. **Reject the School Director’s recommendation of Expulsion:** following a full rejection of the School Director’s recommendation of expulsion, an implementation of the STEP program and behavioral plan with student, or be given the opportunity to transfer to another ICEF school if there is no waitlist and space is available with the mutual agreement of the parent and the other ICEF school.
3. **Reject the School Director’s recommendation of expulsion with conditions:**
   The School Director’s recommendation is rejected and thus the student is not expelled. The student may return to school and the school will implement a behavior plan established during the hearing. The behavior plan must be reasonable and related in nature to the expellable offense.
4. Support the School Director’s recommendation of expulsion, student is expelled from school:
The goal of this process is to provide a safe and secure environment for schools and students. It is also
designed to provide an avenue for behavior modification and continued educational support for students.
Unless required by the policy or as a finding of the Expulsion Panel, every effort will be made to allow
students to continue their educational development.

**Expulsion Appeals**
Pursuant to E.C. Section 48919, any student expelled by the ICEF Public School may, within thirty (30)
days following the decision to expel. Parents may appeal the decision of the AEP by mailing a written
request by registered mail to the following address: ICEF Public Schools, Attention: VP of Schools, 5120
W. Goldleaf Circle Suite 350, Los Angeles, CA 90056.

Absent a request for more time, the request for an appeal hearing by the VP of Schools must be received
no more than seven (7) calendar days from the date of the expulsion decision before the
Administrative Expulsion Panel. Families may request up to thirty (30) calendar days to determine
whether to file an appeal, however such practice is discouraged due to the strain and hardship on the
student and school. The student will be considered suspended until a meeting is convened to hear the
appeal (within ten (10) working days of receipt of the appeal request) at which time the
student’s parent/guardian must attend to present their appeal. The appeal will be heard by a newly
appointed fair, impartial, disinterested panel, having the same composition as the Administrative
Expulsion Panel. At the appeal hearing, the student/parent will be allowed to present evidence to the
appeal panel under the same guidelines as the original hearing. The decision of the appeal panel will be
communicated in writing to the student and parent no more than three (3) calendar days following the
hearing of the appeal. The determination of the panel is final.

**Written Notice To Student’s Parents**
The School Director, following the determination to expel from the Administrative Expulsion Panel,
shall send written notice of the decision to expel to the student’s parent/guardian.

This notice shall include the following:
1. The specific offense committed by the student for any of the acts listed in "Attachment A: Grounds for Suspension and Expulsion"
2. Notice of the student’s or parent/guardian’s obligation to inform any new school in which the student seeks to enroll of the student’s exit status with VPES.
3. A statement that parents may appeal the decision of the panel by mailing a written request by
registered mail to the VP of Schools. Absent a request for more time, the request for an appeal
hearing by the VP of Schools must be received no more than 7 calendar days from the date of
the hearing before the Administrative Expulsion Panel. Families may request up to 30 calendar
days to determine whether to file an appeal, however such practice is discouraged due to the
strain and hardship on the student and school. The student will be considered suspended until a
meeting is convened to hear the appeal (within ten (10) working days of receipt of the appeal
request) at which time the student’s parent must attend to present their appeal. The appeal will be
heard by a newly appointed fair, impartial, disinterested panel, having the same
composition as the Administrative Expulsion Panel. At the appeal the student/parent will be
allowed to present evidence to the panel under the same guidelines as the original
hearing. The decision of the appeal panel will be communicated in writing to the student and
parent no more than three (3) calendar days following the hearing of the appeal. The determination of the panel is final.

4. A statement explaining the expelled student’s rehabilitation plan and the date the student is eligible for reinstatement, as well as informing the parent of their responsibility to submit records/documents to prove the student’s compliance with the rehabilitation plan and request reinstatement. VPES. Will facilitate possible educational placements following expulsion, but it is the student/family’s responsibility to enroll the student in a new school. The School Director shall only provide copies of the student’s record to the parents and the student’s new placement upon request.

**Written Notice to Student’s Home District**

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

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

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

**Expelled Pupils/ Alternative Education**

In the event of a decision to expel a student from VPES, the school will work cooperatively with the district of residence, county, other ICEF schools, and/or private schools to assist with the appropriate educational placement of the student who has been expelled. Any incident of violent and/or serious student behavior will be communicated to the district/school to which the student matriculates.

ICEF Public Schools will work with the district from which the expelled student originated on an interim placement at another school. If a student is under an expulsion order from another school district (LEA), all information must be provided to the ICEF Public Schools Administrative Expulsion Panel (AEP) for
review. The ICEF Public Schools Administrative Expulsion Panel will determine if enrollment will be granted.

**Rehabilitation Plans for Expelled Students**

Pupils who are expelled from VPES shall be given a rehabilitation plan upon expulsion as developed by VPES’ 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 ICEF Public Schools for readmission. ICEF Public School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

**Readmission**

VPES’ 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, VPES’ governing board shall readmit the pupil; unless VPES’ 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.

Student or parent/guardian may petition for readmission into an ICEF Public School, one calendar year from the date from the date of the incident which resulted in the student’s expulsion from ICEF Public Schools. Petitions to readmit an expelled student must be approved or disapproved by Administrative Expulsion Panel within three (3) days of submission. ICEF Public Schools is responsible for reinstating the student upon the conclusion of the expulsion period. The pupil’s readmission is also contingent upon ICEF Public Schools’ capacity at the time the student seeks readmission.

**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.
Disciplinary Records
ICEF Public Schools shall maintain records of all suspensions and expulsions of VPES pupils.

Reporting Student Offenses To Law Enforcement
Consistent with Education Code Section 48902, excluding the penalty provisions of that statute, the School Director or Administrator shall notify the local law enforcement authorities if it is reasonably suspected that the student committed any of the following acts:

- Assault with a deadly weapon.
- Possession or sale of narcotics or a controlled substance or sale or delivery of a substance represented as alcohol, a controlled substance, or any intoxicant.
- Possession of a firearm(s) at a public school.
- Possession of a dirk, dagger, ice pick, knife having a fixed blade longer than 21/2 inches, folding knife with a blade that locks into place, razor with an unguarded blade, taser or stun gun, BB or pellet or other type of air gun, or sport marker upon the grounds of any school within a K-12 school district.

Outcome Data
ICEF Public Schools shall gather and maintain all data involving placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

Monthly Suspension and Expulsion Reports
A monthly report of suspension and expulsions shall be made to LAUSD and to the ICEF Board of Directors. Should the Board wish to discuss individual student cases, these shall be completed in a closed session of the Board. The Board shall ratify any expulsions at its monthly Board meetings.
ATTACHMENT A: GROUNDS FOR SUSPENSION AND EXPULSION

A pupil shall not be suspended from school or recommended for expulsion unless the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has:

a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person.
   (2) Willfully used force or violence upon the person of another, except in self-defense.

b) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.

c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a 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.

g) Stolen or attempted to steal school property or private property.

h) Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.

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 Section 11014.5 of the Health and Safety Code.

k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

l) Knowingly received stolen school property or private property.

m) Possessed an imitation firearm.

n) Committed or attempted to commit a sexual assault or committed a sexual battery.

o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

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

q) Engaged in, or attempted to engage in, hazing as defined in Section 32050.

r) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act directed specifically toward a pupil or school personnel.

s) Aided or abetted the infliction or attempted infliction of physical injury to another person (suspension only).

48900.2 Committed sexual harassment (grades 4-12).

48900.3 Caused, attempted to cause, threatened to cause, or participated in an act of hate violence (grades 4-12).

48900.4 Intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils. (grades 4-12).

48900.7 Made terrorist threats against school officials or school property, or both.

It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against any pupil who is truant, tardy, or otherwise absent from school activities. (48900[vf])
## ATTACHMENT B: CONDITIONS FOR SUSPENSION AND EXPULSION

### LEVEL 1: NO DISCRETION
In accordance with E.C. 48915(c), directors shall immediately suspend and recommend expulsion when the following occur at school or at a school activity off campus.

1. Possessing, selling, or furnishing a firearm. It is a federal mandate that a school expel, for a period of not less than one year (except on a case by case basis), any student who is determined to have brought a firearm to school.
2. Brandishing a knife at another person.
3. Unlawfully selling a controlled substance.
4. Committing or attempting to commit a sexual assault or sexual battery.
5. Possession of an explosive.

### LEVEL 2: LIMITED
In accordance to E.C. 48915 (a), directors must recommend expulsion when the following occur at school or at a school activity off campus unless the principal determines that the expulsion is inappropriate.

1. Causing serious physical injury to another person, except in self-defense.
2. Possession of a knife or other dangerous object of no reasonable use to the pupil.
3. Unlawful possession of any controlled substance, except for the first offense for possession of not more than one ounce of marijuana.
4. Robbery or extortion.
5. Assault or battery upon any school employee.

### LEVEL 3: BROAD DISCRETION
In accordance with E.C. 48915 (b) and (e), directors may recommend expulsion when the following occur at any time, including but not limited to, while on school grounds, while going to or coming from school, during the lunch period, whether on or off the campus, or during or while going to or coming from a school sponsored activity.

1. Caused, attempted to cause, or threatened to cause physical injury to another person. (Unless, in the case of “caused,” the injury is serious. E.C. 48900(a)(1); 48915(b)
2. First offense of possession of marijuana of not more than one ounce, or alcohol. E.C. 48900(c);48915(b)
3. Sold, furnished, or offered a substitute substance represented as a controlled substance. E.C. 48900(d); 48915(b)
4. Caused or attempted to cause damage to school or private property. E.C. 48900(f); 48915(e)
5. Stole or attempted to steal school or private property. E.C. 48900(g); 48915(e)
6. Possessed or used tobacco. E.C. 48900(h); 48915(e)
7. Committed an obscene act or engaged in habitual profanity or vulgarity. E.C. 48900(i); 48915(e)
8. Possessed, offered, arranged, or negotiated to sell any drug paraphernalia. E.C. 48900(j); 48915(e)
9. Disrupted school activities or willfully defied the valid authority of school personnel. E.C. 48900(k); 48915(e)
10. Knowingly received stolen school or private property. E.C. 48900(l); 48915(e)
11. Possessed an imitation firearm. E.C. 48900(m); 48915(e)
12. Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel. E.C. 48900.4**; 48915(e)
13. Engaged in sexual harassment. E.C. 48900.2**; 48915(e)
14. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence. E.C. 48900.3**; 48915(e)
15. Made terrorist threats against school officials or school property, or both. E.C. 48900.7; 48915(e)
16. Willfully used force or violence upon the person of another, except in self-defense. E.C. 48900(a)(2); 48915(b)
17. Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a disciplinary action. E.C. 48900(o); 48915(e)
18. Any behavior listed in Level 1 or 2 that is related to school activity or school attendance but that did not occur on campus or at a school activity off campus. E.C. 48915(b)
19. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. E.C. 48900(p); 48915(e)
20. Engaged in, or attempted to engage in, hazing, as defined in Section 32050. E.C. 48900(q); 48915(e)
21. Engaged in an act of bullying, including, but not limited to, bullying committed by means of electronic act directed specifically toward a pupil or school personnel. E.C. 48900(r); 48915(e)
Element 11 – Employee Retirement Systems

“The manner by which staff members of the charter school will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federally social security.” California Education Code §4765(b)(5)(K).

Certificated Employees Eligible for STRS:

- VP of Schools
- VP of Instruction
- Director
- Teachers
- Special Education Teacher
- Director of Counseling and Student Services
- Assistant Special Education Director
- Special Education Resource Specialist
- Literacy Instructional Coach
- Math Instructional Coach
- Instructional Specialist

Certificated Employees

Only Certificated employees of VPES will participate in State Teachers Retirement System (“STRS”), as established by the State of California and the LACOE. Employees contribute the required percentage (currently 8.0% of salary) and VPES contributes the employer’s portion (currently 8.25%) required by STRS.

All withholding from employees and from the VPES will be sent to the STRS Fund as required. The VPES will use a retirement reporting agency compatible with LACOE to report contributions in a timely matter. ExED, engaged as back office provider to handle payroll services for all of ICEF and all of ICEF schools, transmits ICEF’s payroll information to Hess and Associates, who in turn provides appropriate reports to LACOE. ICEF’s Director of Human Resources verifies employee eligibility for STRS retirement program in accordance with Los Angeles County of Education (LACOE) guidelines and insures that appropriate arrangements for coverage have been made.

Certificated employees not eligible for STRS or those who do not wish to participate will be enrolled in Social Security. In addition, certificated employees will be eligible to participate in ICEF’s 403b and 457 retirement plans, in accordance with ICEF’s policy.

VPES will continue participating in STRS for the duration of charter school’s existence under the same CDS code.

Classified Employees Eligible for PERS:

- Teacher Aides
- Special Education Intervention Specialist
- Facilities Manager
- Office Manager
- Parent Liaison
- Data Compliance Analyst
**Classified Employees**
Any Classified employee that works a minimum of twenty (20) hours per week or more than 1000 hours as a regular employee will be eligible to participate in the Public Employees Retirement System (PERS). Employees contribute the required percentage as designated by PERS. Employees accumulate service credit years in the same manner as all other members of PERS. All withholding from employees and the VPES are forwarded to PERS Fund as required. ICEF’s Director of Human Resources verifies employee eligibility for PERS retirement program in accordance with Los Angeles County of Education (LACOE) guidelines and insures that appropriate arrangements for coverage have been made. Social Security payments are contributed for all qualifying PERS members. Classified employees will be eligible to participate in the 403b and 457 retirement plans, in accordance with ICEF’s policy

VPES will continue participating in PERS for the duration of charter school’s existence under the same CDS code.

**Other Staff Members**
No other staff qualifies for STRS or PERS retirement plans.
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.” California Education Code §4765(b)(5)(L).

Pupils who choose not to attend View Park Preparatory Accelerated Charter Elementary School may choose to attend other public schools in their district of residence or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of the District.

Parents or guardians of each student enrolled in the charter school will be informed upon enrollment and within the student/parent handbook that the student has no right to admission in a particular school of any local education agency as a consequence of enrollment in ICEF/VPES, except to the extent that such a right is extended by the local education agency.
Element 13 – Rights of District Employees

“A description of the rights of any 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.” California Education Code § 47605(b)(5)(M)

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

No public school district employee shall be required to work at the Charter School. When an employee leaves a public school district or LACOE to work at ICEF and subsequently chooses to return to that public school district or LACOE, the specific leave rights, return rights, and any other rights afforded the employee will be governed by the policy of that public school district or LACOE, including, but not limited to, whether the employee may carry over any unused sick/personal leave and/or earn service credit (tenure) in the district for the time worked at ICEF.
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.” California Education Code §4765(b)(5)(N).

The staff and governing board members of View Park Preparatory Accelerated Charter Elementary School agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and View Park Preparatory Accelerated Charter Elementary School, except any controversy or claim that is in any way related to revocation of this Charter (“Dispute”), pursuant to the terms of this Element 14.

Any Dispute between the District and View Park Preparatory Accelerated Charter Elementary School 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. All Written Notifications shall be addressed as follows:

   To Charter School:    ICEF Public Schools
                       Greg Brendel, COO/CFO
                       Kenneth Wheeler, VPES School Director
                       5120 W. Goldleaf Circle, Suite 350
                       Los Angeles, CA 90056

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

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. 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 the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, 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 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.

3) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Each party shall bear its own attorneys’ fees, costs and expenses associated with the mediation. The mediator’s fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within
120 days from the date of either party’s request for mediation following the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the Dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

4) 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. Each party shall bear its own attorney’s fees, costs and expenses associated with the arbitration. The arbitrator’s fees and the administrative fees of the arbitration shall be shared equally among the parties. However, any party who fails or refuses to submit to arbitration as set forth herein shall bear all attorney’s fees, costs and expenses incurred by such other party in compelling arbitration of any controversy or claim.
Element 15 – Exclusive Public School Employer

“A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code.” California Education Code §4765(b)(5)(O).

View Park Preparatory Accelerated Charter Elementary School is deemed the exclusive public school employer of all employees of the charter school for collective bargaining purposes. As such, Charter School shall comply with all provisions of the Educational Employment Relations Act (“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.
Element 16 – Charter School Closure Procedures

“A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the 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.” California Education Code §4765(b)(5)(P).

REVOCATION OF THE CHARTER

The District may revoke the Charter if View Park Preparatory Accelerated Charter Elementary School commits a breach of any provision set forth in a policy related to charter schools adopted by the District Board of Education and/or any provisions set forth in the Charter School Act of 1992. The District may revoke the charter of View Park Preparatory Accelerated Charter Elementary School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

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

Prior to revocation, and in accordance with Cal. Educ. Code section 47607(d) and state regulations, the LAUSD Board of Education will notify View Park Preparatory Accelerated Charter Elementary School in writing of the specific violation, and give View Park Preparatory Accelerated Charter Elementary 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 clause set forth in this Charter.

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

CLOSURE ACTION

The decision to close View Park Preparatory Accelerated Charter Elementary School, either by the governing board of View Park Preparatory Accelerated Charter Elementary School or by the LAUSD Board of Education, 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 or non-renewed by the LAUSD Board of Education; the governing board of View Park Preparatory Accelerated Charter Elementary School votes to close Charter School; or the Charter lapses.
**Closure Procedures**

The procedures for charter school closure set forth below are guided by California Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, Title 5 (5 CCR), sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” posted on the California Department of Education website. All references to “Charter School” apply to View Park Preparatory Accelerated Charter Elementary School, including its nonprofit corporation and governing board.

**Designation of Responsible Person(s) and Funding of Closure**

Upon the taking of a Closure Action by either the governing board of View Park Preparatory Accelerated Charter Elementary School or the LAUSD Board of Education, the governing board of View Park Preparatory Accelerated Charter Elementary School shall immediately designate a person or persons responsible for conducting all closure procedures and activities, and determine how View Park Preparatory Accelerated Charter Elementary 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 CSD, if the Closing Action is an act of View Park Preparatory Accelerated Charter Elementary School or the LAUSD Board of Education. Note: If the Closure Action is a revocation or nonrenewal by the LAUSD Board of Education, the charter school may omit this step.

2. Parents, guardians, and/or caretakers of all students currently enrolled in View Park Preparatory Accelerated Charter Elementary School within 72 hours of the Closure Action. View Park Preparatory Accelerated Charter Elementary School shall simultaneously provide a copy of the written parent notification to the CSD.

3. Los Angeles County Office of Education (LACOE). View Park Preparatory Accelerated Charter Elementary 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 the school participates. View Park Preparatory Accelerated Charter Elementary 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 the school’s employees participate. Within fourteen (14) calendar days of the Closure Action, View Park Preparatory Accelerated Charter Elementary School shall notify the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), 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 this notification and correspondence to the CSD.

6. The California Department of Education (CDE). View Park Preparatory Accelerated Charter Elementary 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. View Park Preparatory Accelerated Charter Elementary 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 school employees and vendors within 72 hours of the Closure Action. View Park Preparatory Accelerated Charter Elementary School shall simultaneously provide a copy of the written employee and vendor notification 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 school closure

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 and, legal guardians 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, and 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, which will include 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 school closure

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 school closure, by which Charter School shall provide employees with written verification of employment.

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

School and Student Records Retention and Transfer

View Park Preparatory Accelerated Charter Elementary School shall adhere to the following requirements regarding the transfer and maintenance of school and student records:

1. Charter School shall provide the District with original student cumulative files and behavior records pursuant to District policy and applicable 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 shall occur within seven (7) calendar days of the effective date of closure.

2. Charter School’s process for transferring student records to the receiving schools shall be in accordance with 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. 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 should also 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.

4. View Park Preparatory Accelerated Charter Elementary 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 the 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, school payroll and personnel records, and Title I records (if applicable). Personnel records must include any and all employee records including, but not limited to, records related to performance and grievance.

7. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage.
**Financial Close-Out**

After receiving notification of closure, the CDE will notify the charter school and the authorizing entity of any liabilities the 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.

View Park Preparatory Accelerated Charter Elementary School shall ensure completion of an independent final audit within six months after the closure of the 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 the charter school.

This audit may serve as the school’s annual audit.

View Park Preparatory Accelerated Charter Elementary 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 View Park Preparatory Accelerated Charter Elementary School will be the responsibility of View Park Preparatory Accelerated Charter Elementary School and not LAUSD. View Park Preparatory Accelerated Charter Elementary School understands and acknowledges that View Park Preparatory Accelerated Charter Elementary School will cover the outstanding debts or liabilities of View Park Preparatory Accelerated Charter Elementary School. Any unused monies at the time of the audit will be returned to the appropriate funding source. View Park Preparatory Accelerated Charter Elementary 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 View Park Preparatory Accelerated Charter Elementary School participates, and other categorical funds will be returned to the source of funds.

View Park Preparatory Accelerated Charter Elementary 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. If Charter School chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. 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 the charter school. Charter school closure procedures must also ensure appropriate disposal, in accordance with Charter School’s bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of the charter school have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. The return of any donated materials and property according to any conditions set when the donations were accepted.

2. The return of any grant and restricted categorical funds to their source according to the terms of the grant or state and federal law.

3. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

Net assets of the charter school may be transferred to the authorizing entity. If Charter School is operated 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.

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

View Park Preparatory Accelerated Charter Elementary School’s governing board shall adopt a plan for wind-up of the 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 method by which the 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. File a Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).

c. Make final federal tax payments (employee taxes, etc.)
d. File its final withholding tax return (Treasury Form 165).

e. File its final return with the IRS (Form 990 and Schedule).

This Element 16 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end View Park Preparatory Accelerated Charter Elementary School’s right to operate as a charter school or cause View Park Preparatory Accelerated Charter Elementary School to cease operation. View Park Preparatory Accelerated Charter Elementary School and the District agree 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 16. The District therefore shall have the right to seek equitable relief to enforce any right arising under this Element 16 or any provision of this Element 16 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.
Additional Provisions

FACILITIES

District-Owned Facilities
If Charter School is using LAUSD facilities as of the date of the submittal of this charter petition or takes occupancy of LAUSD facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by LAUSD for the use of the LAUSD 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 LAUSD facilities, Charter School shall execute an agreement provided by LAUSD for the use of LAUSD facilities prior to occupancy and commencing use.

Charter School agrees that occupancy and use of LAUSD facilities shall be in compliance with applicable laws and LAUSD policies for the operation and maintenance of LAUSD facilities and furnishings and equipment. All LAUSD facilities (i.e., schools) will remain subject to those laws applicable to public schools which LAUSD observes.

In the event of an emergency, all LAUSD 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 LAUSD facilities with other LAUSD user groups, Charter School agrees it will participate in and observe all LAUSD safety policies (e.g., emergency chain of information, participate in safety drills).

The use agreements provided by LAUSD for LAUSD 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 LAUSD 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. LAUSD shall have the right to inspect LAUSD facilities upon reasonable notice to Charter School.

- **Furnishings and Equipment**: LAUSD 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 LAUSD facilities by any person or entity other than Charter School shall be administered by LAUSD. The parties may agree to an alternative arrangement in the use agreement.

- **Minimum Payments or Charges to be Paid to LAUSD Arising From the Facilities**: (i) **Pro Rata Share**: LAUSD shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter School 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 LAUSD agrees to allow Charter School to perform any of the operation and maintenance services, LAUSD shall have the right to inspect the LAUSD 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 LAUSD facilities with another user, LAUSD shall provide the operations and maintenance services for the LAUSD 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 LAUSD facilities, LAUSD shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the LAUSD facilities in accordance with applicable laws and LAUSD’s policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, LAUSD shall provide all services for regulatory inspections which as the owner of the real property 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 those 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**

**Facility Status:** The charter petitioner must demonstrate control of a facility such as a commitment from the landlord, to ensure that the property is actually available to the charter developer, and that the facility is usable with or without conditions (such as a conditional code permit.) The charter school facility shall comply 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 the charter school is to be located, and the Americans with Disabilities Act (ADA). Applicable codes and ADA requirements shall also apply to the construction, reconstruction, alteration of or addition to the proposed charter school facility. Charter School shall implement any corrective actions, orders to comply, or notices issued by the authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA requirements. Charter schools are required to adhere to the program accessibility requirements of Federal law (Americans with Disabilities Act and Section 504).

**Occupancy of the Site:** The charter petitioner or developer shall provide the District with a final Certificate of Occupancy issued by the applicable permitting agency, allowing the petitioner to use and occupy the site. Charter School may not open without providing a copy of the Certificate of Occupancy.
for the designated use of the facility. If Charter School moves or expands to another facility during the term of this charter, Charter School shall provide a Certificate of Occupancy to the District for each facility before the school is scheduled to open or operate in the facility or facilities. 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.

**Pest Management:** Charter School shall comply with the Healthy Schools Act, California Education Code Section 17608, which details pest management requirements for schools. Developers may find additional information at: [www.laschools.org/employee/mo/ipm](http://www.laschools.org/employee/mo/ipm).

**Asbestos Management:** Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR 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] to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School’s responsibility, not the District’s, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of $5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles (“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 bus service. If Charter School provides student bus 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 $50,000 per occurrence, with no self-insured retention.

5. Professional Educators Errors and Omissions liability coverage with minimum limits of $3,000,000 per occurrence and $3,000,000 general aggregate.

6. Sexual Molestation and Abuse coverage with minimum limits of $3,000,000 per occurrence and $3,000,000 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.

7. Employment Practices Legal Liability coverage with limits of $3,000,000 per occurrence and $3,000,000 general aggregate.

8. Excess/umbrella 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. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

**Evidence of Insurance**

Charter School shall furnish to the District’s Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 within 30 days of all new policies inceptions, renewals or changes, certificates or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

“The insurance afforded by this policy shall not be suspended, cancelled, reduced in coverage or limits or non-renewed except after thirty (30) days prior written notice by certified mail, return receipt requested, has been given to the District.”

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 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.

**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.
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-hour notice.

Internal Fiscal Controls
View Park Preparatory Accelerated Charter Elementary School will develop and maintain sound internal fiscal control policies governing all financial 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. EC 47612(b)

Local Control and Accountability Plan
In accordance with California Education Code §§ 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 EC § 47606.5(a). These expenditures shall be “classified using the California School Accounting Manual pursuant to Section 41010.” EC § 47606.5(b)