

INGENIUM CHARTER SCHOOL

CHARTER PETITION

Material Revision

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AFFIRMATIONS AND ASSURANCES

As the authorized representative of the applicant, I hereby certify that the information submitted in this application for the charter for Ingenium Charter School (“the Charter School”) to be located within the Los Angeles Unified School District boundaries is true to the best of my knowledge and belief; I also certify that this application does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded the charter, the Charter School is committed to the following affirmations:

- The Charter School shall conduct all required pupil assessment tests pursuant to Education Code §60605 or any other pupil assessments applicable to pupils in non-charter public schools.
- The Charter School shall meet all statewide standards applicable to non-charter public schools.
- The Charter School shall be nonsectarian in its programs, admission policies, employment practices, and all other operations.
- The Charter School will not charge tuition.
- The Charter School will not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived 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 or association with an individual who has any of the aforementioned characteristics).
- The Charter School will admit all pupils who wish to attend the Charter School, subject only to capacity.
- The Meetings of the Board of Directors for the Charter School shall be held in accordance with the Brown Act.
- The Charter School shall comply with the Individuals with Disabilities in Education Improvement Act of 2004 (“IDEIA”), Section 504 of the Rehabilitation Act (“Section 504”), and the Americans with Disabilities Act (“ADA”).
- The Charter School shall comply with the Public Records Act and the Family Educational Privacy Rights Act (“FERPA”).
- Admission to the Charter School shall not be determined according to the place of residence of the pupil, or of his or her parent or guardian, within California. This is subject only to capacity and the admissions procedures and preferences stated herein.
- The Charter School shall continually strive for a healthy, collaborative, synergistic relationship with the California State Board of Education (“SBE”) without imposing a burden or liability on SBE.

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- The Charter School shall offer, at a minimum, the same number of minutes of instruction set forth in paragraph (1) of subdivision (a) of Education Code §47612.5 for the appropriate grade levels.
- The Charter School shall maintain written contemporaneous records that document all pupil attendance and make those records available for audit and inspection.
- The Charter School shall comply with all laws related to the minimum and maximum age for public instruction.
- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to, teaching credentials, fingerprinting, and background checks as required by law.
- 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, and are highly qualified as required by the No Child Left Behind Act ("NCLB"). As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers.
- The Charter School shall on a regular basis consult with its parents and teachers regarding the Charter School's educational program.
- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School facilities shall comply with the California Building Code, as adopted and enforced by the local building enforcement agency with jurisdiction over the area in which the Charter School is located.
- The Charter School shall notify the Superintendent of the school district of the pupil's last known address within 30 days of the pupil being expelled from or leaving the Charter School without graduating. The Charter School shall 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, upon request.
- The Charter School shall comply with all applicable provisions of the No Child Left Behind Act.
- The Charter School shall not enroll pupils over 19 years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements.
- The Charter School shall not require any child to attend a charter school nor any employee to work at a charter school.

The Charter School shall comply with all other applicable federal, state and local laws.

Glenn Noreen, Lead Petitioner

Date

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PREFERENCE FOR THIS PETITION

Ingenium Charter School submits this petition to the California State Board of Education ("SBE") as its sponsoring district and is requesting charter approval for a period of five years from September 2010 to June 2015. "In reviewing petitions for the establishment of charter schools within the school district, the school district governing board shall give preference to petitions that demonstrate the capability to provide comprehensive learning experiences to students identified by the petitioner or petitioners as academically low achieving pursuant to the standards established by the State Department of Education under Section 54032."

Accordingly, this charter petition is entitled to preference in the review and approval process.

REVOCATION

SBE may revoke the charter of Ingenium Charter School if Ingenium Charter School commits a breach of any terms of its charter. Further, SBE may revoke the charter if Ingenium Charter School commits a breach of any provision set forth in a policy related to charter schools adopted by SBE Board of Education and/or any provisions set forth in the Charter School Act of 1992. Furthermore, SBE may revoke the charter of Ingenium Charter School on any of the following grounds:

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

Prior to revocation, and in accordance with Cal. Educ. Code section 47607(d), SBE will notify Ingenium Charter School in writing of the specific violation, and give Ingenium Charter School a reasonable opportunity to cure the violation, unless SBE determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Notwithstanding the immediately preceding language, revocation proceedings are not subject to the dispute resolution clause set forth in this charter.

CHARTER RENEWAL

Ingenium Charter School must submit its renewal petition to SBE's Charter School Division no earlier than September of the year before the charter is due to expire and no later than January 31 of the year the charter is scheduled to expire.

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ELEMENT 1: EDUCATIONAL PROGRAM**(A) IDENTIFICATION OF THOSE WHOM THE SCHOOL IS EDUCATING**

Ingenium Charter School (“the School,” “Charter School,” or “Ingenium”) intends to serve elementary school age students residing within and in the areas surrounding the City of Carson. It will reflect the ethnic, cultural, and economic diversity of Los Angeles Unified School District (“LAUSD”).

DEMOGRAPHIC DATA OF THE TARGET POPULATION

Ingenium Charter School is negotiating a lease for a site located at 1717 E. Carson Street in Carson. The nearest existing LAUSD elementary school is Del Amo Elementary School; we expect many of our students will come from this school. During the 2006-2007 school year Del Amo Elementary School’s student population was 45% Hispanic, 21% Filipino, 17% African-American, 11% Pacific Islander, 3% White, and 2% Asian. 11% of Del Amo Elementary School’s students were English Language Learners and 70% qualified for free and reduced price meals.

Appendix B, Demographic Information, lists the nearest four LAUSD elementary schools and the nearest middle and senior high schools as well as the four nearest LAUSD charter schools and their respective demographics and academic performance. The nearest LAUSD charter school is seven miles from the proposed school site.

ACADEMIC ACHIEVEMENT DATA FOR THOSE STUDENTS

The proposed site for Ingenium Charter Schools is within the service boundary of Banning High School, whose API State Ranking is 1 and Similar Schools Ranking is 3. Its 2006 Base API was 589. See Appendix B, “Demographic Information,” for detailed academic information on nearby schools.

Ingenium Charter School will serve students in kindergarten through fifth grades: generally, students between the ages of 5 and 11. The school will have 386 students in 2013-2014 and 418 students in 2014-2015. Average class size will be 28 students in kindergarten and first grades, 30 in second grade, and 32 students in third through fifth grades. The table below details planned enrollments in 2013-2014 and 2014-2015.

Grade	2013 2014	2014 2015
Kindergarten	84	84
First	84	84
Second	90	90
Third	64	96
Fourth	32	32
Fifth	32	32

The school will comply with statutes governing the minimum age of attendance at a public school.

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(B)1. MISSION AND VISION

SCHOOL MOTTO:

Establishing a tradition of excellence with a vision for tomorrow.

PURPOSE:

Inspiring students to become accomplished, enthusiastic learners who are responsible and “response-able” citizens.

MISSION:

Ingenium Schools is committed to working collaboratively with all stakeholders towards developing life-long learners. We provide a student-centered education that encourages leadership, accountability, and character development through a standards based model, focused on continuous improvement.

VISION STATEMENT

Our students will learn to become lifetime learners who are continuously accountable for their own progress. All students will take ownership of their own learning by using quality systems and tools such as setting their own learning and behavioral/social goals and preparing action plans for achieving these goals in Individual Learning Plans. They will track their own learning and behavioral/social progress in Student Assessment Binders. As a result, they will become self-aware and self-reflecting analytical thinkers and independent decision-makers.

Classes will be flexibly designed to adjust curriculum, adding and subtracting to the time spent on concepts to reflect the rate at which students master their learning goals. Frequent assessments will be given to allow students to track their progress with real-time data. Students will also track their enthusiasm for learning, self-motivation, and level of personal responsibility.

Upon leaving Ingenium Charter School, students will be able to demonstrate the ability to gather, analyze and use data and information, communicate precisely, solve problems, work cooperatively, think creatively, initiate action, and participate in a global society. They will be self-motivated, competent, lifelong learners who fully embrace the concept of individual accountability.

(C)TYPICAL DAY AT INGENIUM CHARTER SCHOOL

A DAY IN THE LIFE OF INGENIUM CHARTER SCHOOL: VISITOR'S PERSPECTIVE

Dr. Brooks, a new Ingenium Schools Board candidate with a background in education, has decided to visit Ingenium Charter School as she considers her potential involvement with the organization. Dr. Brooks' journal of her visit:

I arrive early in the morning, at approximately 7:00AM, well before the start of the school day. As I enter the school, I am impressed by a charming piece of student artwork

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illustrating the school logo, motto, and name. The bright blue color gives me a warm and welcoming feeling as I approach the sign-in desk for visitors.

Instructions for visitors are clearly posted and the receptionist at the desk is friendly and helpful as she introduces herself, explains the procedures, has me sign the visitor's log, issues me a name tag (which has my name printed on it), and directs me to the Principal's office. She tells me that the Principal, Mr. Johnson, is expecting me, then notifies him on the radio that I have arrived. She wishes me a good day at Ingenium Charter School. The efficacy of the process and her pleasant disposition give me a positive and safe feeling as I walk down the hall.

As I approach the Principal's office, I am a bit surprised to notice quite a few students sitting in various classrooms working on projects. Some are working individually on a computer and others are sitting in groups talking, writing, and eating breakfast under the watchful eye of staff members and parent volunteers.

I step into a room that belongs to a fourth grade teacher who is quietly working with three students solving math problems. As I walk around the room, I notice several items displayed on the walls: progress charts showing results for assessments over the course of the semester to date for each subject area. In addition to the charts, student-written class improvement action plans are posted addressing academic and behavioral goals. Another poster contains teacher comments on overall class progress.

I see pacing charts displayed for subject areas with markings noting accomplishments and a checklist showing completion of each accomplishment with the words "mastery achieved" or "understanding demonstrated at introductory level."

An attendance chart indicates weekly student attendance. It includes a recognition column listing days that the class had perfect attendance during the week and individual students with perfect attendance.

Posters listing the top three achievers and the three students who improved the most for the week in each subject area are also posted.

The standards for fourth grade are posted with a date for the STAR test and asterisks next to the standards the students are expected to master by that time. Classroom rules are clearly posted as well as overall school rules.

Students continue to work with the teacher, and as I move around the room, one of the students comes over to ask me if I have any questions on what I am seeing in her classroom. After she introduces herself, this polite third grade student, Susanna Montoya, tells me she would be more than happy to explain anything as she has completed her work.

Susanna addresses me by name (it is on my name tag) and asks me why I am visiting the school. I tell her I might join the Ingenium Schools Board. She tells me that she thinks Ingenium Charter School is the best school she has ever been in because everyone cares about the students. She told me that she was not a very good student in second and third grades but that, since coming to Ingenium Charter School and learning how to organize herself

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with the help of the teachers and other students, she is surprised to see that she can be successful in school. She tracks her own data and makes action plans when she does not meet her goals; this process helped her to figure out how she learns best and when to ask for help, and she feels herself becoming a responsible and “response-able” student. She even uses a Student Assessment Binder at home for keeping track of her chores and behavior with her mom. She proudly tells me that last week she was the number one English achiever in her class and that she was so happy (after having done poorly in English in second grade) that she ran to Mr. Johnson to tell him. She tells me that it is amazing to have not only a teacher who takes the time to really know and work with her but to also have a Principal who does the same thing. Susanna tells me that the best thing of all is that she is proud of herself and her family is proud of her, too.

I thank her for taking time to speak with me and promise to come see her later in the day. I walk down the hall. As I arrive at Mr. Johnson’s office, he is standing outside smiling. He tells me he had taken a walk and discovered that I was “entranced” with Susanna; he decided to let me enjoy the moment. Mr. Johnson tells me that Susanna is one of the school’s true success stories as she had been a runaway with a very poor attendance and academic record when she came to Ingenium Charter School and she has totally turned herself around. Susanna is now one of the top students in the third grade and, as I saw, has gained in self-confidence; she appears to have no problem communicating with anyone.

Mr. Johnson invites me in, explains the schedule for the day, hands me a list of classes with teacher names as well as a map of the school, and introduces me to my guides: Latoya Reynolds, the 4th Grade Class President, and Afa Tuafalo, the 5th Grade Class President. Mr. Johnson asks me if I have any questions and sends me on my way with my guides.

I notice that everyone wears a uniform: students, staff, and faculty. I ask my guides about this. Latoya explains that there is an agreement that since staff, faculty, and administration serve as models for the students in every way, it is only fair that they also model dress. Afa added that the students can wear either blue or white school shirts and the office staff and teachers also wear these colors.

The students come in from breakfast or enter the school as it is only about 20 minutes before class begins. Everyone seems to know each other and warm greetings are exchanged as students move through the campus. I notice that no one has on “saggy” pants and everyone is in appropriate school dress.

Latoya and Afa show me around the school. After asking if I have any questions, they tell me that they are off to class and ask me to come by if they can be of any help.

After they leave me, the bell rings and I am a bit surprised to see that very few students arrive late. As I walk through the empty hallways, I notice that all the hallways have bulletin boards displaying overall student achievement results for each grade level as well as for each individual class. A recognition board is placed in every hallway with weekly class and individual student commendations for attendance, achievement, and behavior. I also notice a Parent Volunteer of the Week poster with a picture and name of a parent and the parent’s child’s name. I see the security guard who had greeted me at the desk; he asks me how my day is going so far and if I have any questions. He also tells me that an intercom is located in

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each classroom and then shows me how to call the office if I need anything. The instructions are clearly marked on the wall as well.

I now enter a third grade class where a reading class is in session. I see several students who are clearly struggling with English. These students are grouped together and the teacher is previewing the reading selection to the students while the rest of the class is silently reading; the Open Court teacher edition contains the Spanish preview. The teacher also previews the vocabulary with the students (again with the assistance of the Open Court textbook) before having the ELL students read the selection out loud. I enter a fifth grade class and notice a student near the front of the room taking down some information on a recording chart while the other students are congregated in small groups working on the “do now” questions on the board. When I walk over, I can see that she is marking down students who are working on the “do now” problem. She looks up, welcomes me to the class, and tells me she is recording students working on the “do now” because this is a way to track who is on task. I ask her why this information is important and she tells me the class agreed at the beginning of the year that getting to work right away and not wasting time is really important in order to be successful. She tells me that the teacher tracks attendance, too, because of course you can’t know what is going on if you are not in class or come late all the time.

The student points to the wall and tells me everything is posted there, including class action plans and class agreements. I thank her and let her get back to work.

I go into fourth grade class whose teacher, Ms. Pandergast, calls the class together and asks for a volunteer from the “Armada” group to address the “do now” questions. I now notice that each group has a name related to an historical reference. One student comes forward and puts a flow chart on the board illustrating the effects of the Mexican War for Independence. Another student joins him and they proceed to explain the flow chart. Students raise hands to ask questions and the “lead student” calls on them. The teacher thanks the students, who return to their seats. She then invites two more students to come up; they post a map they created showing the routes used by early California settlers as well as the location of Mexican missions and other early settlements in the state. They show how the early settlers came in to the state. Two other students then present a skit in which they reenact conversations between new settlers and established missionaries. Ms. Pandergas then reminds the students that this is a review of standards that will be on the next gatekeeper assessment and that it is now time to reveal the results of last week’s assessment. She reads the overall results for her fourth grade classes’ History Gatekeeper Assessment, then for all fourth grade classes. She announces the top three achievers and the three most improved students, inviting them to stand up as the other students applaud and call out, “way to go.”

Ms. Pandergas congratulates the students on their accomplishments but reminds them that, although they are the highest achieving class this week, they fell short in one area. The students and teacher then brainstorm ideas for addressing the area that needs improvement. Ms. Pandergas has a student summarize the ideas (some teacher-directed and some student-directed) and she adds them to the action plan at the front of the room.

Ms. Pandergas then hands back the exams to each student, asking them to analyze their own results. As she hands them back, all the students open their Student Assessment Binders and begin looking at their History Gatekeeper Assessment, recording the information in

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the Individual Learning Plans for History in their Student Assessment Binders, and making notes on their own action plans in the Individual Learning Plans. As they finish, they ask Ms. Pandergas to come over and take a look. Some students even share their plans with other students and the feeling of “all for one, one for all” is quite evident in this classroom.

Students then return to their groups to work on a project that is due the following week. Everyone is focused on the task at hand though they all seem to be doing something different. I walk to each group, noticing Ms. Pandergas visiting each group and answering questions, as well as one student in each group seeming to direct the action. I stop by one group and a young lady explains that she is the group prefect for this project and it is her responsibility to keep everyone on task and get their work done. She tells me it's pretty cool and that sometimes some of the kids get a little distracted so it's good that she is on the job. She goes on to explain that the whole class has to work together to make sure everyone can be successful, not just the teacher since it is a team. She tells me even the top kids are not perfect so they need help sometimes too and it's important to ask if you need it. I ask her why different groups seem to be working on different things and she tells me they are divided up for this project based on their action plans for this unit, so people are working on different standards. Her group is working on creating a map that shows the major nations of California Indians. She points to the display board and tells me the standards are marked on the pacing chart for this unit and the names of each group are next to the one they are working on. I thank her and let her get back to work.

I remain in the classroom and read the charts on the wall. It is clear that areas of improvement are addressed directly in the class action plan and these students are able to move forward and master the standards and continue to improve. The class focus on results and understanding and tracking data is evident.

As the students continue to work, I notice the teacher taking a moment to make some notes and realize that she has a Classroom Assessment Binder and an action plan. As the period draws to a close, the students begin to finish up their history work for the day and take down the homework listed on the board.

A list of assessment dates is posted to the side of the board as well as quarter and semester benchmark dates and state tests. The classroom is well organized; it is obviously a standards-based fourth grade class. It is clear to see that data is recognized, evaluated, and analyzed, and students are recognized for their levels of achievement and effort as they progress towards achieving their goals, mastering the standards and achieving excellence. I am most impressed with the students' ability to explain the program and their acceptance of responsibility for their learning.

As the bell rings, Ms. Pandergast leads the students to the cafeteria for their nutrition break. Food service staff members are dressed in the school uniform with red shirts and aprons with the school logo. Two lines are formed on each side of the cafeteria and students quickly line up, swipe their ID card, and pick up their snack. The lines move efficiently and I notice a food service worker on each side taking a count. After all the students move through the line, I ask the worker what the list is for. He tells me that he enters the nutrition data in his Staff Assessment Binder everyday (this is a backup for the machine data) and compares it to both the breakfast and lunch counts. He explains that it is his responsibility,

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as the supervisor, to monitor the number of students for each meal and to create a report for the Principal each week. This way he can see if something needs to be changed. He tells me that students fill out surveys each month on the food and service; his staff also completes monthly surveys. All of this goes into his Staff Assessment Binder and he updates his action plan based on the data. I see a list of comments and improvements made addressing them each month on the wall of the cafeteria, as well as commendations from students and staff. I see another chart displaying levels of satisfaction each month. Finally, I see a Food Service Worker of the Month poster with a picture of one of the servers, his name, and his position.

Students enjoy this brief respite and have time for social interaction. No electronic devices are evident and, though lively conversation is taking place, everything is under control. Mr. Johnson appears as do many teachers and other staff members and they converse with the students and each other. The atmosphere is most convivial and warm; it feels like a family.

I visit two other classes where I see similar strategies being utilized and results given out for the weekly assessments. This seems to be standard procedure for a Monday. I stop in to a third grade class. Students are working in small groups of three solving math equations. One group seems to be struggling and all the group members raise their hands. The teacher is already helping a different group and she points to a boy sitting at the next table. He immediately gets up and goes to help the girls with their hands raised. It is evident that this is a typical event in this classroom. I listen more closely and discover that this boy, Joe, is explaining a very simple problem to the girls in the group. As I look around the room, I realize there is a separate display area labeled Moving With Math and another list of the California Third Grade Math Standards with the same type of data charts I saw earlier. As Joe finishes explaining the problem and helping the girls check their work, I ask him what he is doing. He explains that he is the prefect for his group and that they are having a hard time with two of the third grade math standards so they are working on mastering those before they move forward. One of the girls, Sabrina, then adds that the three of them wrote action plans for mastering these two standards this week that included:

- Having Joe help them (Joe is the best student in the class).
- Working with Ms. Testa, their teacher, during Homework help and in the morning before class.
- Asking Ms. Testa to give them a new test on Friday.

The goal in their action plans is to master these standards by the end of the week so they can catch up with the class and help the class do well on the next assessment.

Again, it is apparent that these students are willing to take responsibility for their own learning with the help of the teachers and encouragement of the other students as well.

During lunch, I see similar interactions take place and am pleased to see that lunch is as well organized as nutrition. Students are filling out lunch surveys and commenting on choices and rating service and satisfaction. They are engaged in lively discussions regarding this form and other topics. The entire staff is present during lunch and many sit with groups of

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students, engaging in conversation. One group is even discussing a class project in fifth grade Drama class and how much fun they are having adapting Hamlet to reflect their own lives. Students do not have any electronic devices, which you usually see at other schools; instead, they are busy talking and being social. No inappropriate behaviors are evident and, though some need a bit of prodding from each other, all clear off their own table and return their trays.

The students gather their belongings and move along to class, stopping periodically to notice something on the display. One student stops to show a few others that his mom is the Volunteer of The Week. The other students congratulate him and tell him his mom is so cool; she even helped one with a homework problem the other day.

I notice in several classrooms that students are either helping each other or working independently and teachers are helping them as well.

It is now near the end of the school day and I take a bit of time to meet with Miranda, the Office Manager. I notice that she, too, has a Staff Assessment Binder in which she is making notes. Miranda shows me her Staff Assessment Binder and explains that, just like the kids, all staff members (and even the Board members) maintain Staff Assessment Binders and create action plans to achieve their goals. She tracks attendance and her efficiency in handling the areas she oversees in the office. Miranda updates her action plan when she is unable to meet her goals or she does not see any improvement. She explains that she meets with Mr. Johnson to review her notebook every week (Mondays) after she sends a short summary on Friday. She said that this helps her stay focused on her job and helps Mr. Johnson by keeping the office running smoothly. She tells me that they are a team and Mr. Johnson always reminds her that no one can be successful alone; all of us have to be responsible and “response-able” people.

I can see that Miranda keeps charts on her walls, showing attendance figures, including tardies (of which there are very few), a customer satisfaction wall chart, and an action plan. She also has a school schedule and keeps Mr. Johnson’s appointment calendar. I see that she supervises an office clerk.

The regular day is ended. Helping Hands (HH) students are entering the school’s Multi-purpose Room. They are greeting their peer and college tutors. Each HH student has a Student Assessment Binder in hand.

The HH teacher enters the class and ensures each HH student is paired up with a tutor. She rotates around to groups of students and tutors. When a tutor has a problem he can’t handle, the teacher takes over.

There are five or six students to each college tutor. In some groups, the tutor is working with one or two HH students while the other HH students are working independently or with peer tutors.

I see one tutor reviewing an Individual Lesson Plan (ILP) with Mark, an HH student. I ask to see Mark’s ILP, which is contained in his Student Assessment Binder. The ILP shows that Mark, a third grader, is having problems with multiplication in math and has not mas-

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tered Math Standard 2.4: “Solve simple problems involving multiplication of multidigit numbers by one-digit numbers ($3,671 \times 3 = \underline{\quad}$).”

The tutor gives a workbook to Mark and works with him through two multiplication problems using large plastic numbers. The tutor then gives Mark an assignment to work on five more problems before coming back to review how he did.

Mark told me that it is important for him to master this standard because he is one of only three students in his class who have not mastered it and they are holding his class average down; he doesn’t want to be one of those at the bottom of the class graph. The tutor tells me that the ILP showed that Mark is a “visual” learner, which is why he used the large manipulatives. Mark says he thinks that using the large numbers helps him to understand the problem better and Mark uses the large numbers to help him solve the five work problems.

I visit again on the following Wednesday, when school dismisses early for afternoon teacher professional development and teacher collaboration. After school is dismissed, I have the opportunity to sit down with all the second grade teachers. They are discussing assessment results, pinpointing areas of success, and brainstorming ideas for instructional strategies and interventions. One of the teachers who had great success on grammar last week shares her approach with the other teachers and gives them a graphic organizer she used to help her students through the grammar maze.

Teachers seem very comfortable sharing information and commending each other on accomplishments. Mr. Johnson comes in for about 20 minutes during this meeting and participates in the discussion. He notices I am there and, after mentioning to the teachers that I was an elementary teacher for many years, they invite me to join in as well. The comfort level of the teachers with each other and the Principal is very high. The teachers are open to ideas even from this visitor and they seem truly invested in the effort to continuously show improvement and move the students forward in achieving their learning goals.

The day is over for me and I return to the office. Mr. Johnson is outside on the campus talking with many students, as are some of the other staff members.

I saw usage of RSM methodologies in all the classes I observed. Data-driven, standards-based instruction and students being recognized for achievements and continuous improvement are hallmarks of a successful RSM-based school program and is evident everywhere at Ingenium Charter School. The students demonstrate that they take responsibility for their own learning with the guidance of the teachers and oversight of the Principal. The Principal is a visible presence in the classroom and monitors continuous improvement at all levels. Teachers meet together during common prep periods, look at their own Classroom Assessment Binders, and review their department/course action plans on a regular basis, often-times engaging the Principal in their discussions.

In every classroom, results are posted for every class and standards are posted on the walls in each subject area. Ingenium’s school environment is a safe, positive, respectful learning place where students are actively involved in their own learning and all adults model the program on a daily basis, working together to achieve success. I thoroughly enjoyed my day.

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A DAY IN THE LIFE OF A 4TH GRADE STUDENT AT INGENIUM CHARTER SCHOOL

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

At 7:55, when the school bell rings, I'm sitting quietly in my seat reading Harry Potter and the Sorcerer's Stone. I have my pencil, homework, and Student Assessment Binder on my desk.

Janice Cota, our Class Prefect, is entering the number of students who are sitting quietly and prepared to work in the Classroom Assessment Binder. When we started the year, some students arrived after the bell rang, were not reading, or did not have their materials out when the bell rang. As a class we agreed that we had to come to school on time and be prepared to learn because we were not achieving our goals and were in danger of not meeting our customer's expectations. We agreed to an action plan to get everyone to be in their seats on time and ready to go. The plan requires that Janice record the number of students each day that are ready to go when the bell rings. When we all are ready every day for one week, the whole class will get the prize that the class agreed to – a donut party. We turned in our plan to the Principal, Mr. Johnson, and explained to him that we are working to improve our attendance and level of preparedness when we arrive at school. Mr. Johnson had been checking our attendance data and noticed that our class was struggling to arrive on time. He asked us to keep him informed of our progress.

We have our Student Assessment Binders out because it's Monday – the day when we get the results back from our Friday assessments. Ms. Jarndyce, my teacher, has a big smile on her face, so I know we did well. Our four Row Prefects hand out our scores as the Class Prefect (Janice) posts the class results on the wall.

Our class did well on the reading assessment and we met our goal for the week in reading, but I did not make the improvement that I wrote down in the reading section of my Student Assessment Binder. I wrote an action plan in my Student Assessment Binder for what I am going to do to catch up with the rest of the class. The Plan, Do, Study, Act template in my Student Assessment Binder helped me write my action plan and my row prefect checked it. I'm going to read an extra 30 minutes a day at home and ask my older brother Carlos to help me with words I don't understand. This has been a problem for me because I sometimes get discouraged when I come across new words and stop reading. I think Carlos can help me. I am also going to use the comprehension questions that Ms. Jarndyce gave to us to use with any story that we read.

Sarah won the Accelerated Reading Award for the month. She told me she likes this school because you get recognition for academic improvement, not just for sports.

We separated into four groups. Three of them read while Ms. Jarndyce worked with the group I am in (the one with the students who did not meet their reading goals) to help us improve our reading so that we will meet customer expectations.

Mr. Manette, a fifth grade teacher, came in for about ten minutes to tell us how well we were doing and how he was looking forward to having us next year because we are meeting his expectations for where we should be now, although he said we need to do better as a

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class on math. While he was with us, Ms. Jarndyce was talking to a third grade class about her expectations for what they will be able to do when they enter her class next year.

In our math class, Ms. Jarndyce gave us our math assessment results. I did well but the class did not. Many students cannot “Solve division problems in which a multidigit number is evenly divided by a one-digit number,” one of the standards we wanted to have mastered by now. I’m good at doing this. We worked on a class action plan for how we are going to master this standard before the next assessment. We are going to separate our class into six groups, each with a high-scoring student, to work on this standard. Ms. Jarndyce is going to give us worksheets that use this standard to work on in the groups. She also is going to go around to each group to see how it is going and give tips. I’m going to be leading one of the groups as a math prefect. I love helping other people when I am successful at something and I know that they will help me when I need help with my reading.

During science time we reviewed the vocabulary words from last week. I knew all of the words except for Photosynthesis. I put my notes and the definition of this word in my homework folder to study at home tonight. Before we were allowed to go home for the day we had to fill our out agendas. We copied the standard that we learned for each subject from the board into our agenda. Part of our homework each night is to review the standards that we learned with our parents so that they understand what we are studying. Then I wrote down my assignment for each subject. I also wrote a note to begin looking for a book for my next book report. My choice is not due until Friday, but I sometimes forget to look for one and I wanted to begin early this time. Finally, I wrote a half page letter to my parents explaining how I did on my assessments last week and what my new goals and action plans are for this week. Mondays are an important day of the week for me because they help me make a plan for the rest of the week so that I know what to expect.

INSTRUCTIONAL PROGRAM AND CURRICULUM**INSTRUCTIONAL DESIGN***Balanced Instructional Model*

Ingenium Charter School will utilize the Balanced Instructional Model (BIM), an element of the Reinventing Schools Model, as the framework for classroom instruction. The BIM focuses on students applying skills and knowledge in real-life situations. It is aligned to standards, assessments, and reporting. The BIM builds collegiality and supports a common vision for all staff and students in the school.

The Balanced Instructional Model (BIM) consists of four components: direct instruction, practical application, simulation, and real-life connections. Skills are taught through direct instruction, and then students apply their knowledge in the three remaining components. The BIM is explained in detail in Chapter 3 of the *Guide to Reinventing Schools*.

The overview below illustrates the BIM instructional methodology, which aims to create real-life learning situations in all content areas. Active learning is an important element of the BIM, which stipulates hands-on activities to prove mastery of skills and is used in all areas of development engaging every student in active learning. Best practices and current research support the focus on relevant, integrated, deep instruction. The Reinventing Schools Coali-

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tion (RISC) developed the BIM instructional model because of the documented need to do a better job of motivating students to learn. The results RISC has documented for the BIM are significant; see Chapter 10 of the *Guide to Reinventing Schools* for the results in Chugach School District in Alaska. **This system meets the needs of all students, exceptional or not.**

*Balanced Instructional Model Defined***Direct Instruction**

Follows a traditional five-step lesson plan (drill and practice, lectures) using district standards and skills-based assessments.

Practical Application

Allows students to practically apply knowledge and skills (usually in an individual setting), i.e. paper and pencil problem solving, giving a speech using standards and analytical or self-assessments.

Simulation

Allows students to apply knowledge and skills in a role-playing situation using standards and analytical or self-assessments.

Real-Life Connection

Allows students to apply knowledge and skills in real-life situations using standards and analytical or self-assessments.

There is no formulaic order to using this model. Some teachers will choose to begin with simulation. At other times teachers may start at drill and practice and stop at practical application. The ultimate goal of the BIM is to spend as much time as possible using real-life connections.

Classroom Learning System

All Ingenium Charter School classrooms will employ the Reinventing Schools Model Classroom Learning System (CLS) to promote inquiry-based learning and learner self-initiative. The Classroom Learning System is the process by which the Balanced Instructional Model and other elements of the Reinventing Schools Model is implemented. By motivating students, fostering a desire to learn and providing an effective, efficient, and high-quality educational experience, the CLS guides each student to achieve his or her full potential.

The Classroom Learning System creates a dynamic learning environment that empowers teachers and learners in a cost-effective manner. It uses several strategies to improve teacher efficiency.

The CLS supports complete and useful parent communications, including Student Assessment Binders, Data Snapshots, Student-Led Conferences, and newsletters.

In the CLS, teachers and students put processes and systems into place to guide the learning of the class and of individual students. Key to the system is the development of a classroom culture which encourages students to communicate openly in a trusting and accepting classroom environment enabling them to take responsibility for their learning. All students manage their learning and chart their progress whether it be in PE or math. When things don't go right, they learn to plan for a rapid change.

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In the CLS, state standards are unpacked in order to specifically clarify what students are expected know and be able do, then regrouped into “strands” of four to eight standards. Gatekeeper assessments are developed to determine whether students have mastered the standards in each strand. These gatekeeper assessments will be administered when students and their teachers believe the students are ready to demonstrate mastery. Results of the gatekeeper assessments will be recorded in the AERIES system and will be used to create monthly school wide reports on standards mastery progress.

RISC has been contracted to unpack the California standards, group them into strands, and develop the gatekeeper assessments in mathematics, language arts, science, and social studies.

In addition, teachers will administer formative and summative assessments to measure student progress on mastering the strands. These will come from:

- Biweekly math and language arts and monthly science and social studies formative assessments drawn from the gatekeeper assessments. These feature random questions from the gatekeeper assessments and at the start of new strand units include standards that students have not worked on yet; these assessment questions serve as “previews” for the students of what they are about to learn.
- Teachers’ own toolkits.
- Textbook assessment toolbox-developed quizzes.
- Raised hands in a classroom to determine how many students know an answer.
- KWL (Know, Want to know, Learn) charts.
- Other teachers in the school.
- Other RISC schools. RISC will align the Ingenium/CA standards with the Alaskan standards to facilitate cross-RISC resource sharing.

These formative assessments, as well as student work, will be used to determine when a student is ready for the gatekeeper assessment.

Here’s how this system will work in a representative second grade classroom:

- Students will complete their own Individual Learning Plans for the Second Grade Math Measurement and Geometry Strand and the classroom will complete a related classroom learning plan (see the sample Individual Learning Plan in Appendix M). Both plans will include learning goals and action plans for meeting the goals.
- The class will study the strand for one to two months. Teachers will deliver instruction to support the classroom and individual learning plans.

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- Teachers will deliver the formative assessments listed above. If a student demonstrates in the formative assessments that he or she is falling behind, the teacher will assign a peer tutor to the student, assign the student to Helping Hands, or take other action to help the student catch up.
- As students demonstrate to themselves and their teacher that they have mastered the standards in the strand, they will take the RISC-developed Second Grade Math Measurement and Geometry Gatekeeper Strand Gatekeeper Assessment. They may do this as a class or as groups within the class. For example, it could be that six students out of the class demonstrate to the teacher that they have mastered the Measurement and Geometry strand in math and are ready for the Gatekeeper Assessment.
- The teacher (or an aide or volunteer) will administer the Gatekeeper Assessment, which will normally be a pen-and-pencil machine-scored assessment with a written portion. The assessment will be graded by the teacher and the results entered into the AERIES system. The results will be viewable by school administrators and parents and entered in the Student Assessment Binders.
- The students who have “cleared” the Measurement and Geometry Strand may continue on to other strands while other students continue to work on it until they, too, clear it.

Here are the primary ways in which this program differs from traditional classrooms.

- Students will be frequently assessed to make sure they understand what they are doing with the formative assessments.
- If the formative assessments demonstrate that students are not mastering the material, actions will be taken immediately to correct the situation.
 - The teacher will deliver specifically targeted instruction addressing the deficiencies.
 - The students not mastering the material may be referred to Helping Hands.
 - The teacher may assign peer tutors to students needing help.
- When students and their teacher agree they are ready, they are given a gatekeeper assessment to verify they have mastered the material. If they pass the gatekeeper assessment, they move on to new material. If they do not pass it, they work on the elements of the standards that the assessment indicates they have not mastered and retake the assessment when they and their teacher believe they are ready.

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- Students who have not cleared the strand continue working on it until they pass its gatekeeper assessment. Accordingly, some students in a class may be working on different strands simultaneously.
- Classroom progress towards mastering the strands is prominently posted on the classroom bulletin board, along with the classroom mission statement, learning plans, learning goals, and classroom action plans for meeting those goals.

The following elements will be common to all Ingenium classrooms:

- Classroom data centers.
- Individual Lesson Plans.
- Student Assessment Binders.

Classroom Data Centers

The focal point of the Ingenium Classroom Learning System is the classroom data center. It commands center stage and communicates a classroom environment focused on evidence of student learning.

Data centers become a reference for teachers and students to organize and maintain their focus on results. A classroom in which each student understands the expectations based on explicit, measurable goals/objectives with data charts and quality tools to keep the class on track is critical to attaining results.

The classroom data center evolves as the teacher and students:

- Formulate the class mission, ground rules, responsibilities, and core values that were created in building the class culture.
- Develop and evaluate class goals/objectives and action plans based on student needs, the curriculum, the class mission, and stakeholder expectations.
- Establish data charts for each goal that allow the class to monitor progress frequently to determine what is or is not working, allowing for immediate corrective action, as needed.
- Incorporate quality tools and the PDSA cycle to problem solve — assessing, re-directing, and revising goals and objectives as needed.

Ingenium classroom data centers include:

- The class mission and core values.
- Course or grade level goals/objectives.

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- The class goals/objectives and action plans.
- Data charts indicating class progress towards achieving learning goals.

Individual Learning Plans

All students will have current Individual Learning Plans (ILPs). Students will receive on-going instruction in goal setting and achievement. They will put this into practice for the remainder of their school career by writing goals to address their individual needs. Every student can work with teachers and parent(s) to establish their goals, action steps to attain them, and formats to assess and demonstrate that they have achieved their goals. This assures that all students' individual needs are met in addition to classroom and school-wide instruction. It also aids students in taking ownership of their education, making it relevant and tied to goals beyond elementary school. Examples of ILPs as well as more detailed descriptions are contained in chapter 2 of the *Guide to Reinventing Schools*.

ILPs:

- Are completed and renewed one at a time.
- Usually include no more than two standard areas.
- Document progress on standards.
- Are managed by one teacher.
- Are always student-driven.

"I like ILPs because it gives me the chance to write my own lessons plans, and I can work ahead without always having to go to the teacher."

- Student, Chugach School District, Alaska

Individual Learning Plans (ILPs) are instructional tools for all students. ILPs are delivered and achieved through any of the strands of the Balanced Instructional Model (Direct Instruction, Practical Application, Simulation, and Real-Life Connection).

The goals of using ILPs as an instructional tool are to:

1. Teach and reinforce goal-setting.
2. Enable students to identify and evaluate personal strengths and weaknesses.
3. Move students through a Developmental Report Card (DRC).
4. Encourage parent and community involvement.

"I like ILP's because it gives all my students a chance to set their own goals."

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- Middle School Teacher, Iditarod Area School District, Alaska

"My son improved dramatically on his violin by completing an ILP!"

- Parent, Chugach School District, Alaska

Student Assessment Binders

Student Assessment Binders support students in becoming co-producers of their learning. They help students organize processes for learning. Student Assessment Binders include:

- Individual Learning Plans (which are stored in Student Assessment binders).
- Individual mission statements prepared by students based on their own needs and aligned with the classroom mission. Personal goals/objectives and action plans based on curricular and stakeholders expectations and individual needs and missions.
- Formative assessments to document progress.
- Data charts to monitor self-progress towards each goal/objective.
- Subject expectations and goals/objectives.
- Quality tools such as force-field analyses to determine "drivers" and "preventers" in achieving goals and PDSA models to redirect learning processes.
- A parent communication section to keep parents informed on at least a quarterly basis and also provide parents with the opportunity for input.

Ingenium Charter Schools' Student Assessment Binders are explained in more detail, with examples, in chapter 5 of the Guide to Reinventing Schools. A sample Individual Learning Plan and Student Assessment Binder Snapshot are included in Appendix X.

Student Assessment Binders empower students

Student Assessment Binders empower students to become accountable for their learning. By writing goals and objectives based on actual course or subject objectives, students have control over their pace of learning. Goals and objectives are also written by students to capture short-term gains to motivate themselves to achieve long-range goals.

Student Assessment Binders provide feedback

As with classroom data centers, analyzing what is working or not working provides timely feedback to the student to correct the course of action, as needed. The binder also documents progress that can predict course grades, ensuring "no surprises" at the end of each school quarter or semester.

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Student Assessment Binders help students manage their learning

Student Assessment Binders are constructed in a way for students to observe short-term gains, a powerful motivator to achieve long-term goals. With tools to manage learning, students are provided with the means for self-empowerment and motivation.

TEACHING METHODOLOGIES

In addition to the four instructional components listed in the *Balanced Instructional Model* section above (direct instruction, practical application, simulation, and real-life connections), Ingenium Charter School teachers and classes will have access to a variety of instructional methodologies, including:

- Explicit focus on all areas of English language arts.
- Problem solving across all content areas.
- Diverse prompts for multiple writing tasks.
- Multidisciplinary project-based learning.
- Multiple intelligences and learning styles.
- Inquiry-based instruction and approach to learning.
- Differentiated instruction.
- Collaborative group work.

Ingenium Charter School classes will provide all students opportunities for learning and on-going personal development. Instruction will emphasize a cooperative framework with teacher-student interactions as well as student-peer interactions. Interactive patterns of small group work will enable contributions from larger numbers of students within our core classes.

The Balanced Instructional Model instructional delivery focuses on students as active learners. Through collaborative, student-centered curriculum development by teams of teachers within Ingenium Charter School, core content will be consistently delivered. Curriculum delivery will include:

- Teaching students to use self-questioning and think-aloud techniques.
- Helping students learn how to work cooperatively in group projects.
- Promoting individual creativity through creative research projects.
- Managing student-controlled peer interaction within a cooperative framework.

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- Assisting students in reflecting on their own academic success and challenges.
- Utilizing different motivational strategies within the classroom (rewards/praise).
- Reducing distances between teacher-student interactions and encouraging peer tutoring.
- Engaging students in curricular conversations and promote critical thinking skills.

Ingenium Charter School will utilize additional teaching methods that overlap learning styles and contribute to the needs of all our students. These include giving students experience with problems before giving them the tools to solve them, balancing concrete with conceptual information, liberally using graphic representations and demonstrations, and showing students how concepts are connected within and between subjects and to everyday life experiences they encounter.

The development of rubrics (referred to as “scoring guides” in the RSM lexicon) is another method our teachers will utilize to clarify their expectations for themselves and students (see chapter 3 of the *Guide to Reinventing Schools*). This method addresses the following:

- What do we want students to know and be able to do with instruction?
- How well do we want students to know instructional information and related processes; what do we want them to do with the instructional information?
- How deeply do we want students to understand the California content standards for each course?
- How will teachers know when the students master the instruction and how well they master it?
- How will teachers know when a student masters the standards (what evidence would they use to demonstrate mastery)?

With the assistance of RISC coaches, Ingenium Charter School teachers will divide performance standards into different component and complexity levels based on student ability levels. The benefits include reflective practice among students and instructors within the classes.

Varying instructional strategies will promote student interest within the classroom, such as creating stimulating and successful questioning techniques. Some of these include cognitive, speculative, affective, and management questions addressed to the students within the classroom. Lastly, opportunities for students to receive continual feedback from their teachers will lead to more successful and efficient learning in our classrooms.

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Ingenium Charter School believes that collaborative teamwork is essential and should be an integral part of the educational process. Teachers, students, administrators, and parents working together as a team can ensure the continued progress of our children. Success in our environment lies not at the end of the road, but in having made the educational journey, step by step.

Learning outside of school plays a vital role in the development of competence in language, reading, writing, mathematics, and a variety of other academic domains. There is a full range of informal content-related activities our students bring to class. Much of their diverse backgrounds and attitudes are based on this informal education. It may become more specialized as students find some subjects more interesting than others. Ingenium Charter School understands the influence home and community environments have on overall content literacy. Our teachers will explore, enhance, and develop a range of curricular connections to the students' informal background. We will encourage resources outside the classroom, such as guest speakers, field trips, and other community enrichment contributions to embellish classroom learning experiences for our students. Their community service and internship opportunities will further enhance learning.

SCOPE AND SEQUENCE OF SKILLS TO BE TAUGHT

READING AND LANGUAGE ARTS

Ingenium Charter School will develop and deliver a language arts curriculum that is based upon certain core instructional concepts, to be covered systematically and explicitly, consistent with current research-based approaches to the teaching of reading and language arts. Ingenium Charter School will develop and deliver a language arts curriculum that is systematic and carefully articulated, and establishes specific, continuing standards leading to competence and alignment with the California English Language Arts Content Standards.

Ingenium Charter School will develop proficiency in reading and language arts by adhering to the goals and key components of effective language arts instruction such as:

- Developing lifelong readers and writers early in students' lives, giving them a unique balance of competence, motivation, accessibility, and experiences with print;
- Providing a strong literature, language, and comprehension program that includes a balance of oral and written language;
- Implementing an organized, explicit skills program that includes phonemic awareness, phonics, and decoding skills to address the needs of the emergent reader;
- Administering ongoing diagnosis that informs teaching and assessment that ensures accountability; and
- Ensuring a powerful early intervention program that provides individual tutoring for students at risk of failure in reading.

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All elements of the California English/Language Arts Content Standards (California Department of Education, 1997) will be implemented at each grade level. Ingenium Charter School will use Open Court Reading 2002 for its English/Language Arts curriculum. A summary of topics, skills, and California State content standards to be taught, is found below.

KINDERGARTEN			
	READING:		
	School	Print/book awareness	1.1-1.5
	Shadow	Phonemic awareness	1.7-1.13
	Finding Friends	Alphabet knowledge	1.6
	The Wind	Phonics	1.14-1.18
	Stick to It	Comprehension skills	2.1-2.5, 3.1-3.3
	Red, White, and Blue		
	Teamwork		
	By the Sea		
	WRITING: Strategies:		
		Writing process	1.1-1.3
		Writer's craft	1.1-1.3
		Purpose	1.1
		Penmanship	1.4
	GRAMMAR: Conventions:		
		Parts of speech	1.1-1.2
		Sentences	1.1-1.2
		Usage	1.1-1.2
		Mechanics	
	LISTENING/SPEAKING/VIEWING		
		Listening skills	1.1-1.2
		Speaking skills	2.1-2.3
		Visual information	
FIRST			
	READING:		
	Let's Read	Print/book awareness	1.1-1.3
	Animals	Phonemic awareness	1.4-1.9
	Things That Go	Alphabet knowledge	1.10
	Our Neighborhood at Work	Phonics	1.11-1.16
	Weather	Comprehension strategies	2.1-2.7
	Journeys	Comprehension skills	3.1-3.3
	Keep Trying	Vocabulary	1.17
	Games		
	Being Afraid		
	Homes		
	WRITING: Strategies:		
		Writing process	1.1-1.2

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	Forms	1.1-1.2
	Writer's craft	1.1-1.2
	Purpose	
	WRITING: Applications:	2.12.2
	Penmanship	1.3
	GRAMMAR: Conventions:	
	Parts of speech	1.2-1.3
	Sentences	1.1
	Usage	1.1-1.3
	Mechanics	1.41.7
	Spelling	1.8
	LISTENING/SPEAKING/ VIEWING	
	Listening skills	1.1-1.3
	Speaking skills	1.4-1.5, 2.12.4
	Visual information	
Second	READING:	
	Sharing Stories	Print/book awareness 1.1-1.6
	Kindness	Phonemic awareness 1.1-1.6
	Look Again	Alphabet knowledge 1.1-1.6
	Fossils	Phonics 1.1-1.6
	Courage	Comprehension strategies 2.1-2.8
	Our Country and Its People	Comprehension skills 3.1-3.4
	Vocabulary	1.7-1.10
	Study skills	
	WRITING: Strategies:	
	Forms	1.1, 1.3, 1.4
	Writer's craft	
	WRITING: Applications	2.1-2.2
	Penmanship	1.2
	GRAMMAR: Conventions	
	Parts of speech	1.3, 1.6
	Sentences	1.1-1.2
	Usage	1.1-1.6
	Mechanics	1.1-1.6
	Spelling	1.7-1.8
	LISTENING/SPEAKING/ VIEWING:	
	Listening skills	1.1-1.4
	Speaking skills	1.5-1.9; 2.1-2.2
	Visual information	
Third	READING:	
	Friendship	Phonemic awareness 1.1-1.3
	City Wildlife	Alphabet knowledge 1.1-1.3

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Imagination	Phonics	1.4-1.8
Money	Comprehension strategies	2.1-2.2
Storytelling	Vocabulary	1.4-1.8
Country Life	Study skills	
	WRITING:	
	Writing process	1.1, 1.3, 1.4
	Forms	1.1, 1.3, 1.4
	Writer's craft	2.1-2.3
	Penmanship	1.2
	GRAMMAR:	
	Parts of speech	1.2
	Sentences	1.1
	Usage	1.3-1.4
	Mechanics	1.5-1.6
	Spelling	1.8-1.9
	LISTENING/SPEAKING/ VIEWING:	
	Listening skills	1.3-1.4
	Speaking skills	1.5-1.11; 2.1-2.3
	Visual information	
Fourth	READING:	
Risks and Consequences	Phonemic awareness	1.1
Dollars and Sense	Alphabet knowledge	
From Mystery to Medicine	Phonics	1.2-1.6
Survival	Comprehension Strategies	2.1
Communication	Comprehension skills	2.2-2.4
A Changing America	Vocabulary	3.1-3.5
	Study skills	
	WRITING:	
	Writing process	1.1, 1.3, 1.4
	Forms	2.1-2.3
	Writer's craft	1.5-1.8; 2.1-2.4
	Penmanship	1.4
	GRAMMAR:	
	Parts of speech	1.3
	Sentences	1.1
	Usage	1.2
	Mechanics	1.4-1.6
	Spelling	1.7
	LISTENING/SPEAKING/ VIEWING	
	Listening skills	1.1-1.4
	Speaking skills	1.5-1.9; 2.1-2.4

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		Visual information	
Fifth		READING:	
		Print/book awareness	1.1
	Cooperation and Competition		
	Astronomy	Phonemic awareness	1.1
	Heritage	Phonics	1.1-1.5
	Making a New Nation	Comprehension strategies	2.1-2.2
	Going West	Comprehension skills	2.3-2.5; 3.1-3.7
	Journeys and Quests	Vocabulary	1.2-1.5
		Study skills	
		WRITING:	
		Writing process	1.1-1.5
		Forms	2.1-2.4
		Writer's craft	1.1-1.5; 2.1-2.4
		Purpose	2.1-2.4
		GRAMMAR:	
		Parts of speech	1.1-1.4
		Sentences	1.1-1.4
		Usage	1.1-1.4
		Mechanics	1.1-1.4
		Spelling	1.5
		LISTENING/SPEAKING/ VIEWING	
		Listening skills	1.1-1.3
		Speaking skills	1.4-1.7; 2.1-2.3
		Visual information	

MATH

Ingenium Charter School's teaching methodologies will emphasize the importance of a balanced mathematics curriculum. It will stress the critical interrelationships among computational and procedural proficiency, problems solving ability, and conceptual understanding of all aspects of mathematics. Student progress will be assessed frequently toward the achievement of the mathematics standards and instruction adjusted as needed. Utilizing the natural progression of the five strands set forth by the state (i.e. Number Sense; Algebra and Functions; Measurement and Geometry; Statistics, Data Analysis, and Probability; and Mathematical Reasoning), teachers will provide the learning in each instructional year that lays the necessary groundwork for success in subsequent grades; create and maintain a classroom environment that fosters a genuine understanding and confidence in all students that through hard work and sustained effort, they can achieve or exceed the mathematics standards.

The goals for student achievement will align with those set forth in the Mathematics Framework for California Students:

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- Develop fluency in basic computational and procedural skills, an understanding of mathematical concepts, and the ability to use mathematical reasoning to solve mathematical problems, including recognizing and solving routine problems readily and finding ways to reach a solution or goal when no routine path is apparent;
- Communicate precisely about quantities, logical relationships, and unknown values through the use of signs, symbols, models, graphs, and mathematical terms;
- Develop logical thinking in order to analyze evidence and build arguments to support or refute hypotheses;
- Make connections among mathematical ideas and between mathematics and other disciplines;
- Apply mathematics to everyday life and develop an interest in pursuing advanced studies in mathematics mathematically related career choices;
- Develop an appreciation for the beauty and power of mathematics.

Students will receive a balanced instructional program so that they will become proficient in basic computational and procedural skills, develop conceptual understanding, and become adept at problem solving. Students will practice basic computational and procedural skills sufficiently and use them frequently enough to commit them to memory. They will also develop a conceptual understanding of each domain so that they know not only how to apply skills but also when to apply them and why they are being applied. This will enable them to apply their knowledge to new situations and problems and to recognize when they have made procedural errors.

A progression of learning experiences fostering academic rigor will be used to help students learn the necessary skills, understand and master the concepts of mathematics, and connect them to real world experiences. A variety of strategies to enhance learning and ensure that all students have the opportunity to learn including brainstorming and discussion, games, manipulatives, project-based and problem-based instruction, technology, and visuals will be used. To guide students in developing and maintaining a positive classroom culture, different types of groupings will be experienced, such as, flexible, ability/aptitude, and cooperative.

A variety of formative and summative assessments will be used to give every student the opportunity to demonstrate their progress. As teachers and students reflect on the expectations set forth in the California state standards, they will be able to monitor progress frequently to determine what is or is not working, allowing for immediate corrective action, as needed.

Ingenium Charter School will use Scott Foresman Mathematics as an adopted text. The five strands of mathematics to be addressed on each grade level are:

- Number Sense;

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- Algebra and Functions;
- Measurement and Geometry;
- Statistics, Data Analysis, and Probability; and
- Mathematical Reasoning.

Grade	Unit Themes/Titles	State Standard
K	NUMBER SENSE	
	Sorting and classifying patterns	1.1, 1.2, 1.3
	Numbers to 5	2.1
	Shapes and sharing numbers to 10	3.1
	ALGEBRA AND FUNCTIONS	
	Measurement	1.1
	Time and money	
	MEASUREMENT and GEOMETRY	1.0, 2.0
	Greater numbers	1.1, 2.1, 2.2
	Introducing addition	1.2, 1.3, 1.4
	Introducing subtraction	1.2, 1.3, 1.4
	STATISTICS, DATA,	1.0
	ANALYSIS, AND PROBABILITY	1.1, 1.2
	MATHEMATICAL REASONING	1.0, 2.0, 1.1, 1.2; 2.1, 2.2
First	NUMBER SENSE	
	Numbers and patterns	1.1-1.5
	Understanding addition	2.1-2.7
	Understanding subtraction	2.1-2.7
	Use estimation strategies in computation and problem-solving for numbers up to the 100 th place	3.1
	ALGEBRA AND FUNCTIONS	
	Use number sentences with operational symbols and expressions to solve problems	1.1-1.3
	MEASUREMENT AND GEOMETRY	1.0, 2.0
	Money	
	Time and Probability	1.1, 1.2
	Measurement	
	Two Digit Addition and Subtraction	2.1-2.4
	STATISTICS, DATA ANALYSIS, AND PROBABILITY	
	MATHEMATICAL REASONING	1.1, 1.2, 2.1 1.0, 2.0, 3.0, 1.1, 1.2, 2.1, 2.2, 3.0
Second	NUMBER SENSE	
	Using Addition and	1.0-6.0

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	Subtraction Strategies	1.1-1.3
	Place Value and Adding	2.1-2.3, 6.1
	Two-Digit Numbers	
	Subtracting Two-Digit Numbers	3.1-3.3, 6.1
	Money	4.1-4.3
	Time	5.1-5.2, 6.1
	ALGEBRA	1.0
	Patterns and Numbers	1.1-1.3
	Adding and Subtracting	1.0, 2.0
	Comparison	1.1-1.5
	Three-Digit Numbers	
	MEASUREMENT and GEOMETRY	2.1-2.2
	Measurement	
	STATISTICS, DATA ANALYSIS, and PROBABILITY	1.0, 2.0
	Geometry	
	Fractions and Probability	1.1-1.4
	Multiplication	
	Division	2.1-2.2
	MATHEMATICAL REASONING	1.0, 2.0, 3.0
		1.1-1.2
		2.1-2.2
		3.0
Third	NUMBER SENSE	1.0,2.0,3.0
	Place Value and Money	
	Addition and Subtraction	1.1-1.5
	Measurement	2.1-2.8
	Multiplication Concepts	
	Multiplication Facts	
	Division Concepts	3.1-3.4
	Division Facts	
	Geometry	
	ALGEBRA and FUNCTIONS	1.0, 2.0
	Multiplying Greater Numbers	
	Dividing Greater Numbers	
	Fractions and Decimals	1.11.5
	Data, Graphs, and Probability	2.12.2
	MEASUREMENT and GEOMETRY	1.0, 2.0
		1.1-1.4
		2.1-2.6
	STATISTICS, DATA ANALYSIS, And PROBABILITY	1.0

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	BILITY	1.1-1.4 1.0, 2.0, 3.0
	MATHEMATICAL REASONING	1.1-1.2 2.1-2.6 3.1-3.3
Fourth	NUMBER SENSE	1.0, 2.0, 3.0 ,4.0
	Place Value	
	Adding and Subtracting	1.1-1.9
	Whole Numbers and Money	2.1-2.2
	Multiplication and	3.1-3.4
	Division Facts	4.1-4.2
	ALGEBRA and FUNCTIONS	1.0, 2.0
	Multiplying by One-Digit Numbers	1.1-1.5
	Multiplying by Two-Digit Numbers	2.1-2.2
	Dividing by One-Digit Numbers	
	MEASUREMENT and GEOMETRY	1.0, 2.0, 3.0
	Fraction Concepts	1.1-1.4
	Probabilities	
	Adding and Subtracting	3.1-3.8
	Fractions and Mixed	
	STATISTICS, DATA ANALYSIS, and PROBA- BILITY	1.0, 2.0
	Numbers Decimals	1.1-1.3
	Data and Graphs Geometry and Area	2.1-2.2
	Measurement, Perimeter	
	MATHEMATICAL REASONING	1.0, 2.0, 3.0 1.1-1.2 2.1-2.6 3.1-3.3
Fifth	NUMBER SENSE	
	Understanding Place Value	1.0, 2.0
	Adding and Subtracting	1.1-1.5
	Whole Numbers and Decimals	
	Using Data and Statistics	2.1-2.5
	Multiplying Whole Numbers	
	Dividing Whole Numbers	
	Multiplying and Dividing	
	ALGEBRA and FUNCTIONS	1.0
	Decimals	1.1-1.5
	Fraction Concepts	
	Fraction Computation	
	MEASUREMENT and GEOMETRY	1.0, 2.0

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Integers, Equations, and Graphs	1.1-1.4
Geometry Measurement	2.1-2.3
Ratio, Percent, and STATISTICS, DATA ANALYSIS, and PROBABIL- ITY	
Probability	1.1-1.5
MATHEMATICAL REASONING	
	1.1-1.2
	2.1-2.6
	3.1-3.3

SCIENCE

Ingenium Charter School Science Program will provide children with the opportunity to investigate the natural world, learn about interesting, relevant, and exciting science ideas, and link science to mathematics, writing, technology, and all other aspects of the elementary curriculum. It will nurture a lifelong fascination with the natural world in our students.

The Science Program is based on the following principles of scientific literacy:

- All children can investigate and learn science concepts and can experience literacy.
- Children must develop knowledge of and the ability to use the tools and processes of scientific inquiry.
- Children experience success in science when they develop age-appropriate knowledge and understanding of the life, earth, and physical sciences and when they learn the history and nature of science.
- While engaged in the study of science, children should have the opportunity to build success in other curricular areas.
- Science content should be presented to children in an interesting, comprehensible, and easily organized format.

Children's competence in the concepts and processes of science will be assessed through a variety of tools that are consistent, authentic, and fair. The California Science Content Standards outline what students should know and should be able to do in science. The content is organized into four strands:

- Life Science
- Earth Science

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- Physical Science
- Investigation and Experiments

Ingenium Charter School will use the California Edition of Harcourt Science as its text-book and the investigation kits that accompany the series. Instruction will incorporate the California Science Standards with each lesson involving hands-on investigation. A variety of formative and summative assessments will be used to identify where students are on their learning continuum at regular intervals so that feedback can be conveyed to students (and their parents) on how to improve students' learning. The curriculum for the K-6 grades will cover the following topics and skills.

Grade	Unit Themes/Titles	Skills Covered	State Standards
K	PHYSICAL SCIENCE		
	Objects Around us	Objects can be described in terms of the materials they are made of and their physical properties	1.a
	Investigating Water	Water can be a liquid or a solid and can be made to change back and forth from one form to the other	1.b
		Water left in an open container evaporates but water in a closed container does not	1.c
	LIFE SCIENCE		
	Animals		
	Plants	Observe and describe similarities and differences in the appearance and behavior of plants and animals	2.a
		Stories sometimes give plants attributes they do not really have	2.b
		Identify major structures of common plants and animals	
	EARTH SCIENCE		
	Earth's Land, Air, and Water	Characteristics of mountains, rivers, oceans, valleys, deserts, and landforms	3.a
	Weather	Changes in weather occur from day to day and across seasons, affecting Earth and its inhabitants	3.b
		Identify resources from Earth and how they are conserved	3.c
	INVESTIGATION AND EXPERIMENTATIONS		
		Observe using five senses	4.a
		Describe common properties	4.b
		Describe positions	4.c
		Compare and sort	4.d

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		Communicate observations	4.e
First	PHYSICAL SCIENCE		
	Investigating Matter	Solids, liquids, and gases have different properties	1.a
		Heat and Light *Properties of substances can change when the substances are mixed, cooled, or heated	1.b
	LIFE SCIENCE		
	Living and Nonliving Things		
	A Place to Live	Different plants and animals inhabit different kinds of environments and have external features that help them thrive in different kinds of places	2.a
	All About Plants	Both plants and animals need water, animals need food, and plants need light	2.b
	All About animals		
	Plants and animals Need One Another	Animals eat plants or other animals for food and may also use plants or even other animals for shelter and nesting	2.c
		Infer what animals eat from the shape of their teeth	2.d
		Roots are associated with the intake of water and soil nutrients and green leaves are associated with making food from sunlight	2.e
	EARTH SCIENCE		
	Measuring Weather	Use simple tools to measure weather conditions and record changes from day to day and across the seasons	3.a
	The Seasons	Weather changes from day to day but that trends in temperature or rain(or snow) tend to be predictable during a season	3.b
		Sun warms the land, air, and water	3.c
	INVESTIGATIONS and EXPERIMENTATION		
	Magnets	Draw pictures that portray some features of the thing being described	4.a
	Pushes and Pulls	Record observations and data with pictures, numbers, or written statements	4.b
		Record observations on a bar graph	4.c
		Describe the relative position of objects by using two references	4.d
		Make new observations when discrepancies exist between two descriptions of the same object or phenomenon	4.e

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Second	PHYSICAL SCIENCE		
	Observing and Measuring Matter	Position of an object can be described by locating it in relation to another object or to the background	1.a
	Changes in Matter		
	Forces and Motion	An object's motion can be described by recording the change in position of the object over time	1.b
		The way to change how something is moving by giving it a push or pull. The size of the change is related to the strength, or the amount force, of the push or pull	1.c
		Tools and machines are used to apply pushes and pulls to make things move	1.d
		Objects fall to the ground unless something holds them up	1.e
		Magnets can be used to make some objects move without being touched	1.f
	Sound	Sound is made by vibrating objects and can be described by its pitch and volume	1.g
	LIFE SCIENCE		
	Plants Grow and Change	Organisms reproduce offspring of their own kind and the offspring resemble their parents and one another	2.a
	Animals Grow and Change		
	People Grow and Change	The sequential stages of life cycles are different for different animals	2.b
		Many characteristics of an organism are inherited from the parents. Some characteristics are caused or influenced by the environment	2.c
		There is variation among individuals of one kind within a population	2.d
		Light, gravity, touch, or environmental stress can affect the germination, growth, and development of plants	2.e
		Flowers and fruits are associated with reproductions in plants	2.f
	EARTH SCIENCES		
	Earth's Resources	Compare the physical properties of different kinds of rocks and know that rock is composed of different combinations of minerals	3.a
		Smaller rocks come from the breakage and weathering of larger rocks	3.b

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		Soil is made partly from weathered rock and partly from organic materials and that solids differ in their color, texture, capacity to retain water, and ability to support the growth of many kinds of plants	3.c
	Earth Long Ago	Fossils provide evidence about the plants and animals that lived long ago and animals that lived long ago and that scientists learn about the past history of Earth by studying fossils	3.d
		Rock, water, plants, and soil provide many resources that humans need	3.e
	INVESTIGATION and EXPERIMENTATION	Make predictions based on observed patterns and not random guessing	4.a
		Measure length, weight, temperature, and liquid volume with appropriate tools and express those measurements in standard metric system units	4.b
		Compare and sort common objects according to two or more physical attributes	4.c
		Write or draw descriptions of a sequence of steps, events, and observation	4.d
		Construct bar graphs to record data, using appropriately labeled axes	4.e
		Use magnifiers or microscopes to and draw descriptions of small objects or small features of objects	4.f
		Follow oral instructions for a scientific investigation	4.g
Third	PHYISCAL SCIENCES		
	Properties of Matter	Energy comes from the Sun	1.a
	Changes in Matter		
	Energy	Sources of stored energy take forms	1.b
		Machines and living things convert stored energy to motion and heat	1.c
		Energy can be carried from one place to another by waves, such as water waves and sound waves, by electric current and by moving objects	1.d
		Matter has three forms: solids, liquid, and gas	1.e
		Evaporation and melting are changes that occur when objects are heated	1.f
		When two or more substances are	1.g

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	combined, a new substance may be formed with properties that are different from those of the original material	
	All matter is made of small particles called atoms, too small to be seen with the naked eye	1.h
	There are 100 different types of which are presented on the periodic table of the elements	1.i
PHYISCAL SCIENCE		
Light	Sunlight can be blocked to create shadows	2.a
	Light is reflected from mirrors and other surfaces	2.b
	The color of light striking an object affects the way the object is seen	2.c
	An object is seen when light traveling from the object enters the eye	2.d
LIFE SCIENCES		
How Plants Grow	Plants and animals have structures that serve different functions in growth, survival, and reproduction	3.a
Types of Animals	Diverse life forms live in different environments	3.b
Where Living Things Are Found	Living things cause changes in the environment in which they live	3.c
	When the environment changes, some plants and animals survive and reproduce; others die or move to new locations	3.d
	Some kinds of organisms that once lived on Earth have completely disappeared and some of those resembled others that are alive today	3.e
EARTH SCIENCES		
Earth in the form of light	Patterns of stars stay the same, although they appear to move across the sky nightly	4.a
Earth, the Water Planet	The Moon's appearance changes during the four week lunar cycle	4.b
The Solar System and Beyond	Telescopes magnify the appearance of some objects in the sky	4.c
	Earth is one of several planets that orbit the Sun and that the Moon orbits Earth	4.d
	The position of the Sun in the sky changes during the course of the day	4.e

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and from season to season

INVESTIGATION
AND EXPERIMEN-
TATIONS

- Repeat observations to improve accu- 5.a
racy and know that the results of simi-
lar scientific investigations seldom turn
out exactly the same
- Differentiate evidence from opinions 5.b
- Use numerical data in describing and 5.c
comparing objects, events and meas-
urements
- Predict the outcome of a simple inves- 5.d
tigation and compare the results with
the prediction
- Collect data in an investigation and an- 5.e
alyze those data to develop a logical
conclusion

Fourth

PHYISCAL SCIENCES

Physical Properties of
Matter

- Design and build simple series and par- 1.a
allel circuits by using components such
as wires, batteries, and bulbs
- Build a simple compass and use it to 1.b
detect magnetic effects, including
Earth's magnetic field

Electricity and Magnetism

- Electric currents produce magnetic 1.c
fields and know how to build a simple
electromagnet
- The role of electromagnets construc- 1.d
tion of electric generators, and simple
devices, such as doorbells and ear-
phones
- Electrically charged objects attract or 1.e
repel each other
- Magnets have two poles and like poles 1.f
repel each other while unlike poles at-
tract each other
- Electrical energy can be converted to 1.g
heat, light, and motion

LIFE SCIENCES

Plant Growth and Adap-

- Plants are the primary source of matter 2.a

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tations	and energy entering most food chains	
Living Things Interact	Producers and consumers are related in food chains and food webs and may compete with each other for resources in an ecosystem	2.b
	Decomposers recycle matter from dead plants and animals	2.c
LIFE SCIENCES		
Protecting and preserving Ecosystems	Ecosystems can be characterized by their living and nonliving components	3.a
Animal Growth and Adaptations	In any particular environment, some kinds of plants and animals survive well, some survive less well, and some cannot survive at all	3.b
Biomes	Many plants depend on animals for pollination and seed dispersal, and animals depend on plants for food and shelter	3.c
	Most microorganisms do not cause disease and many are beneficial	3.d
EARTH SCIENCES		
Rocks and Minerals	Differentiate among igneous, sedimentary, and metamorphic rocks by referring to their properties and methods of formation	4.a
	Identify common rockforming minerals and ore minerals by using table of diagnostic properties	4.b
EARTH SCIENCES		
Changes to Earth's Surface	Some changes in the earth are due to slow processes, and some changes are due to rapid processes	5.a
	Natural processes cause rocks to break down into smaller pieces	5.b
Soil—A Natural Resource	Moving water erodes landforms, reshaping the land by taking it away from some places and depositing it as pebbles, sand slit, and mud in other places	5.c
INVESTIGATION and EXPERIMENTATIONS		
	Differentiate observation from inference	6.a
	Measure and estimate the weight, length, or volume of objects	6.b
	Formulate and justify predictions based on cause-and-effect relationships	
	Conduct multiple trials to test a predic-	

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		tion and draw a conclusion about the relationships between predictions and results Construct and interpret graphs from measurements Follow a set of written instructions for a scientific investigation	
Fifth	PHYISCAL SCIENCES		
	Matter and Its Properties	During chemical reactions the in the reactants rearrange to form products with different properties	1.a
	Atoms and Elements	Matter is made of atoms, which may combine to form molecules	1.b
		Metals have properties in common, such as high electrical conductivity. Some metals are pure elements, others are composed of a combination of elemental metals	1.c
		Each element is made of one kind of atom and the elements are Organized in the periodic table by their chemical properties	1.d
		Scientists have developed instruments that can create discrete images of atoms and molecules that show that the atoms and molecules often occur in well-ordered arrays	1.e
	Energy	Know differences in chemical and physical properties of substances are used to separate mixtures and identify compounds	1.f
		Properties of solid, liquid, and gaseous substances	1.g
		Living organisms and most materials are composed of just a few elements	1.h
		Common properties of salts	1.i
	LIFE SCIENCES		
	From Single Cells to Body Systems	Many multicellular organisms have specialized structures to support the transport of materials	2.a
	Classifying Living Things	Blood circulates through the heart chambers, lungs, and body and how carbon dioxide and oxygen are exchanged in the lungs and tissues	2.b
		Sequential steps of digestion	2.c
		Role of the kidney in removing cellular waste from blood and converting it	2.d

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	into urine	
	Sugar, water, and minerals are transported in a vascular plant	2.e
Plants and Their Adaptations	Plants use carbon dioxide and energy from sunlight to build molecules of sugar and released oxygen	
Plant Processes	Plant and animal cells break down sugar to obtain energy	
EARTH SCIENCES		
Earth's Air and Water	Most of Earth's water is present as salt water in the oceans	3.a
	When liquid water evaporates, it turns into water vapor in the air and can reappear as a liquid when cooled or as a solid if cooled below the freezing point of water	3.b
	Water vapor in the air moves from one place to another and can form for or clouds and can fall to Earth as rain, hail, sleet, or snow	3.c
	The amount of fresh water located in rivers, lakes, underground sources, and glaciers is limited and that its availability can be extended by recycling and decreasing the use of water	3.d
	Know the origin of the water used by local communities	3.e
EARTH SCIENCES (WEATHER)		
Earth's Weather	Uneven heating of Earth causes air movements (convection currents)	4.a
	Know the influence that the ocean has on the weather and the role that the water cycle plays in weather patterns	4.b
Weather Prediction and Climate	Know the causes and effects of different types of severe weather	4.c
	The Earth's atmosphere exerts a pressure that decreases with distance above Earth's surface and that at any point it exerts this pressure equally in all directions	4.d
EARTH SCIENCES (THE SOLAR SYSTEM)		
The Solar System	The Sun is the central and largest body in the solar system and is composed primarily of hydrogen and helium	5.a
Earth and the Moon	The solar system includes the Earth,	5.b

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INVESTIGATION and EXPERIMENTATION	the moon, the Sun, other planets and their satellites, and smaller objects The path of a planet around the Sun is due to the gravitational Attraction between the Sun and the Planet	
	Classify objects in accordance with appropriate criteria	6.a
	Develop a testable question	6.b
	Plan and conduct a simple based on a student-developed question and write instructions others can follow to carry out the procedure	6.c
	Identify the dependent and controlled variables in an investigation	6.d
	Identify a single independent variable in a scientific investigation and explain how this variable can be used to collect information to answer a question about the results of the experiment	6.e
	Select appropriate tools and make quantitative observations	6.f
	Record data by using appropriate graphic representations and make inferences based on those data	6.g
	Draw conclusions from scientific evidence and indicate whether further information is needed to support a specific conclusion	6.h
	Write a report of an investigation that includes conducting tests, collecting data or examining evidence, and drawing conclusions	6.i

SOCIAL STUDIES

The goals of the California History/Social Science Framework fall into three broad categories:

1. Knowledge and Cultural Understanding;
2. Democratic Understanding and Civic Values; and
3. Skills Attainment and Social Participation.

Inherent in Ingenium Charter School's Baldrige design is a highly collaborative environment for staff, teachers, students and parents. This design will promote cross-grade level ar-

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ticulation and planning which lends itself well to carrying out the interrelated focus of the above framework goals.

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

Students at Ingenium Charter School will acquire core knowledge in history and social science while they develop critical thinking skills, such as chronological and spatial thinking, research, evidence, point of view and historical interpretation, to study the past and its relationship to the present. Students will also learn to distinguish the important from the unimportant, to recognize vital connections between the present and the past, and to appreciate universal historical themes and dilemmas.

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

Ingenium Charter School will use History-Social Science for California by Scott Foresman as its adopted text in kindergarten through fifth grades. Through the mastery of the standards, students will know the facts and understand common and complex themes throughout history, making connections among their own lives, the lives of the people who came before them, and the lives of those to come after.

Grade	Unit Themes/Titles	Skills Covered	State Standard
K	Getting Along Symbols Work	Why do we follow rules? Who are good citizens? What can we learn from stories?	K.1.1 K.1.2 K.1.3
	Where We Are		
	Calendars Time Past	What are symbols?	K.2
		What jobs do people do? How can you find things? Is it land or water?	K.3 K.4.1 K.4.2
		What symbols do you know? How can we show a neighborhood? What happens at school? How can we show time?	K.4.3 K.4.4 K.4.5 K.5
		What is a holiday? Who are people in history? How have things changed?	K.6.1 K.6.2 K6.3

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First	Citizenship People and Places	How do we make rules? How do we show respect?	1.1.1, 1.1.2
	Our Country Celebrate Cultures	Changes Over Time How can we use maps and globes? What does a model show?	1.2.1 1.2.2
	Goods and Services	How can you make a map? Where do you live? How do we honor our country? How do we honor heroes?	1.2.3 1.2.4 1.3.1 1.3.2
		What are symbols of America? What was life like long ago? How has travel changed? How can we learn about the past? How are we alike?	1.3.3 1.4.1 1.4.2 1.4.3 1.5.1
		Who came before us?	1.5.2
		How do we learn about others?	1.5.3
		How do people use money? How do goods get to people?	1.6.1 1.6.2
	Second Long Ago and Yesterday Map skills Our Government Producers and Consumers People in History	How do we learn family history? How is life different today? How can we put events in order?	2.1.1 2.1.2 2.1.3
		How can we locate places? What does a map show? Where did my family come from?	2.2.1 2.2.2 2.2.3 2.2.4
		How do people use land? What do governments do? How do people solve problems? How do people grow and use food? Who are buyers and sellers? How do people use resources? How do heroes make a difference?	2.3.1 2.3.2 2.4.1 2.4.2 2.4.3 2.5
Third	Land and Water in Your Area California Indians Past And Present Our Community over Time Rules and Laws The Economy of Your Region	What are the land and water like in your area? How have people used the land in your region? How are California Indians in your region alike and different? How have California Indians lived in their environment?	3.1.1 3.1.2 3.2.1 3.2.2
		How do California Indian groups function?	3.2.3
		How did Europeans change life for California Indians?	3.2.4
		Who has come to your region?	3.3.1
		How did early settlers affect your region's economy?	3.3.2
		How have people helped places in your region grow?	3.3.3

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		How do rules and laws help people live together?	3.4.1
			3.4.2
		Why is being a good citizen important?	
		What brings our communities and country together?	3.4.3
			3.4.4
		How does government work?	
		How do states, American Indians, and our country's government work together?	3.4.5
			3.4.6
		How have people worked for freedom?	
			3.5.1
		What kinds of resources do we use?	
			3.5.2
		Where are goods made?	
			3.5.3
		How do we decide what we want?	
			3.5.4
		How does your work in school help you?	
Fourth	The Land of California	How do you locate places on Earth?	4.1.1
		How is Earth divided?	4.1.2
		How are the areas of California different?	4.1.3
		How have California's landforms and water affected settlement?	4.1.4
	Early People in California	How are California's communities alike and different?	4.1.5
		How did early people live in California?	4.2.1
	Early History to Statehood	How did early Europeans come to California?	4.2.2
		How did the Spanish change how California Indians lived?	4.2.3
		What was Spain's influence in California?	4.2.4
		What was life like in Spanish and Mexican California?	4.2.5
		How did California's early economy change?	4.2.6
		How did the Mexican War for Independence affect California?	4.2.7
		How did Mexican rule affect California?	4.2.8
	Growth and Development	Where were California's Settlements?	4.3.1

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		How and why did people travel to California?	4.3.2
		How did the discovery of gold affect California?	4.3.3
		How did women help California grow?	4.3.4
		How did California's government change?	4.3.5
	Since 1850	How did the movement of people and ideas change in California?	4.4.1
		How did the Gold Rush change California's economy?	4.4.2
		How did different people coming to California affect our state?	4.4.3
		How have immigration and settlement helped California grow?	4.4.4
		What was California's role in the twentieth century?	4.4.5
		What new industries came to California in the twentieth century?	4.4.6
		How did California's water system develop?	4.4.8
		How have Californians made our state unique?	4.4.9
	California Government	Why was the United States Constitution created?	4.5.1
		How does the California Constitution affect you?	4.5.2
		How are federal, state, and local governments alike and different?	4.5.3
		What does our state government do for us?	4.5.4
		How are California's communities governed?	4.5.5
Fifth	The First American	How did geography and climate affect how early people lived?	5.1.1
		What common ways of life developed among American Indian cultures?	5.1.2
		How did American Indian groups work together?	5.1.3
	Age of Exploration	Why did Europeans sail to new places?	5.2.1
		Who were the explorers and what did they find?	5.2.2
		What explorations were made by land?	5.2.3
	The Fight for a Continent	Where in the Americas did European countries claim land?	5.2.4

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	Why did European nations and American Indians compete in North America?	5.3.1
	How did colonists and American Indians co-operate?	5.3.2
	What major conflicts did European colonists and American Indians have?	5.3.3
	How were American Indians forced off their lands?	5.3.4
	What conflicts occurred among American Indians?	5.3.5
	Who were the leaders in the struggle for American Indian Lands?	5.3.6
Life in the Colonies	What influenced where Europeans settled in North America?	5.4.1
	Who founded the colonies and why?	5.4.2
	How did religion affect the founding of the colonies?	5.4.3
	How did the First Great Awakening affect the colonies?	5.4.4
	What systems developed in the colonies?	5.4.5
	What was the role of slavery in the colonies?	5.4.6
Causes of the Revolution	What brought on democratic ideas in colonial America?	5.4.7
	What events led to the American Revolution?	5.5.1
	How did the colonists work together?	5.5.2
	Why did the colonists declare independence?	5.5.3
	Who caused change in the colonies?	5.5.4
The Revolutionary War	How did the American colonies defeat Britain?	5.6.1
	How did other nations help the Patriots?	5.6.2
	What role did women play in the Revolutionary War?	5.6.3
	What was life like in the colonies during the Revolution?	5.6.4
Forming a New Nation	How did the American Revolution affect the creation of state governments?	5.6.5
	How did the United States move into western lands?	5.6.6
	How did people's views on slavery change after independence?	5.6.7

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	What problems did the new United States government face?	5.7.1
	How did the United States create a Constitution?	5.7.2
	What are the rights of U.S. citizens?	5.7.3
	What is the role of government?	5.7.4
	How do citizens help protect liberty?	5.7.5
	How does music express American ideals?	5.7.6
A Nation Moves West	How did people reach lands west of the Appalachians?	5.8.1
	What were the geographic features of western lands?	5.8.2
	What were the major explorations of western lands?	5.8.3
	What was life like on the overland trail?	5.8.4
	Why have Mexican settlers migrated into the West and Southwest?	5.8.5
	How did the United States expand in the 1800's?	5.8.6
States and Capitals	What are the fifty states and capitals?	5.5.9

Technology

Ingenium Charter School will incorporate technology in the following ways:

- Each teacher will be given training on effectively using technology in the classroom. Teacher training will take place in the beginning of the year with basics and then on an ongoing basis will address applications, effective use of internet as a resource, designing class web pages, etc.
- The school will have a computer lab equipped with 29 student computers. Teachers will have the option of scheduling the computer lab for use in any course. Teachers will be encouraged to incorporate use of the computers into their classes.
- Courses will include Web-based research projects and assignments.
- Technology classes will train students on computers and different software programs.
- Collecting, compiling and graphing data to use in analysis, for data boards, or parent meetings (see Chapter 10 of the Guide to Reinventing Schools).
- Creating newsletters, which include data, to send to stakeholders.

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- Some students may keep their Student Assessment Binders on the computer.

Below are the Ingenium Charter School technology standards.

KINDERGARTEN THRU FIRST GRADE

- Explores keys to learn alphabet and types name.
- Turns the computer on and off properly.
- Follow classroom rules for responsible use of computers (headphones, CD's, mouse).
- Explores educational software.

SECOND GRADE

- Uses proper keyboard position to locate keys within 5 seconds and types simple sentences.
- Logs in as a student user on the computer (knows username and password).
- Identifies and uses desktop items (i.e. icons, trash, folders, drag and drop).
- Identifies and uses components (monitor, keyboard, mouse, power button, headphones and volume control).
- Prints documents and saves documents using appropriate file name.
- Demonstrates respect, responsibility, and honesty with files, software, login names, and passwords.
- Follows classroom rules for proper care of computers.
- Participates in teacher led digital communication project (i.e. email another class, Audio/video conference, web based collaboration).
- Participates in a teacher led internet research project (ie. national monument, virtual tour).

THIRD THRU FOURTH GRADE

- Keyboards 10 WPM with hands on home row with 90% accuracy and proper ergonomics.
- Student will understand that software needs to be installed on the computer.
- Logs onto school file server, saves files to personal space, and prints to designated printer.
- Accesses school email via a web browser and send and receive email.
- Student demonstrates knowledge of media ownership.
- Explain safe practice for email and internet use (ie. privacy, viruses, etiquette).
- Students participate in incorporating data into tables, spreadsheets, and charts.

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- Student participates in a teacher led demonstration or project using video and photos in both a multimedia editing software and presentation software.
- Use technology tools (e.g., multimedia authoring, presentation, web tools, digital cameras, scanners) for individual and/or collaborative writing, communication, and publishing activities to create knowledge product for audiences.

FIFTH GRADE

- Keyboards 20 WPM w/90% accuracy with correct ergonomics.
- Can locate internal specs (Ghz, RAM, HD capacity, optical drive abilities) and label Ports (Firewire, USB, DVI/VGA, Ethernet, Power).
- Explain/demonstrate the use of aliases and their interaction with parent or original file, folder, or application.
- Explain/demonstrate the roles of file hierarchy by creating a file structure (hierarchy) on file server and saving in and deleting from appropriate locations to include files and applications.
- Identify Operating system and uses utilities and system preferences to troubleshoot common problems (e.g. printing problems, force quit, and finding files).
- Student can draw a basic LAN (Local Area Network) using 5 of the following devices: Laptop, desktop, airport, printer, servers, routers, switches, and WAN (Wide Area Network) using 5 of the following: servers, DNS (Domain Name Server), Satellite, Router, Land Line, Microwave, Fiber.
- Send and receive email with attachments, explain proper electronic communication etiquette, interacts with moodle, blogs, gallery, and other electronic communication tools.
- Uses internet browsers to search the web, create and organize bookmarks, locate valid information, and access school information systems.
- Understand, describe, and demonstrate knowledge of the school technology acceptable use policy and know the consequences of violating the policy.
- Student explains the various digital media copyright policies and applies them appropriately in a variety of situations (Fair Use, LGPL, GNU, PDL).
- Create documents with structure, add pictures, copy, paste, undo.
- Uses technology tools to enter data organize and draw conclusion using spreadsheets, charts, and tables.
- Uses a technology tool to organize and plan (e.g. iCal, Inspiration).
- Can use 4 various forms of technology, with assistance (ie. digital camera, digital video cameras, printers, scanners, flash drive, video conferencing, external hard drives etc.)
- Explains various standard file formats (.pdf, .doc, .jpg, .xls, .ppt, .mov, .mp3, AIFF, .zip, .gif) and relative size (get info).

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- Use technology tools (eg. multimedia authoring, presentation, web tools, digital cameras, scanners) for individual writing, communication, and desktop publishing to create knowledge product for audiences.

Visual and Performing Arts

Ingenium Charter School will offer a visual and performing arts program that is aligned with the national and state learning standards. These standards recommend that students should:

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

Ingenium Charter School visual/performing arts program will support and extend the learning experiences for students in basic literacy and advance skills in language arts, math, science, and history-social science. The arts program will engage students in meaningful activities and lesson sessions involving analytical and creative thinking and help them practice discipline and team work to deliver student produced products. Ingenium Charter School recognizes the “arts” program as an essential learning dimension to excellent teaching and learning. The arts program will celebrate cultural diversity in dance, painting, music forms, and theory from a global perspective.

English Language Development

In addition to a newly developing formal ESL program, regular education teachers at Ingenium Charter School will play an integral part in the integration of EL students in the Ingenium Charter School program. Valuing the diverse resources that ELL students bring to the classroom and being sensitive to their unique needs can serve to build an instructional environment that can benefit all students. Current education research and reform focus on increasing student participation in instruction and on basing instruction on the real-life needs of students. An active learning instructional model for ELL students includes elements that address the special language-related needs and cultural differences of students who are learning English. There are five key instructional elements to active learning for ELL students at Ingenium Charter School.

- **The classroom is predictable and accepting of all students.** All students are able to focus on and enjoy learning more when the school and classroom make them feel safe-comfortable with themselves and with their surroundings. Teach-

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ers increase comfort levels through structured classroom rules and activity patterns, explicit expectations, and genuine care and concern for each student.

- **Instructional activities maximize opportunities for language use.** Opportunities for substantive, sustained dialogue are critical to challenging students' abilities to communicate ideas, formulate questions, and use language for higher order thinking. Each student, at his or her own level of proficiency, has opportunities to communicate meaningfully in this way.
- **Instructional tasks involve students as active participants.** Students contribute and learn more effectively when they are able to play a role in structuring their own learning, when tasks are oriented toward discovery of concepts and answers to questions, and when the content is both meaningful and challenging.
- **Instructional interactions provide support for student understanding.** Ingenium Charter School teachers ensure that students understand the concepts and materials being presented. For ELL students this includes providing support for the students' understanding of instruction presented in English.

Instructional content utilizes student diversity. Incorporating diversity into the classroom provides ELL students with social support, offers all students opportunities to recognize and validate different cultural perspectives, and provides all students information on other cultures and exposure to other languages. Also, examples and information relevant to ELL students' backgrounds assist them in understanding content.

Ingenium Charter School will administer the home language survey upon a student's initial enrollment into the Charter School (on enrollment forms). All students who indicate that their home language is other than English will be 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.

Ingenium Charter 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. The results of all testing will be reported and submitted to SBE on the R-30 survey annually.

Ingenium Charter School will hire CLAD and BCLAD credentialed teachers who have the skills and expertise to accelerate ELs' academic and linguistic development. To accomplish this mission, teachers will be helped to utilize specific instructional strategies to develop initial communicative competence in English and the development of disciplinary academic registers in their second language.

To accommodate English Language Learners, Ingenium Charter School will administer the CELDT exam to ELL students, along with the other placement exams given to all incoming students. All students in all grade levels who score in the Beginning or Early Intermediate Level on the CELDT will be placed in a level appropriate English Language Development Immersion Program. Teachers will be informed of their students' language levels

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and will work collaboratively to develop lessons that support English language development standards along with other California Standards.

At the beginning of the academic year, students will be heterogeneously mixed in their classes and at the quarter mark teachers will meet to discuss student progress. The classes will be structured immersion.

Volunteer parents and aides will lend first language support. English learners more fluent in English will be paired with less fluent students and will assist them. Teachers will be trained in SDAIE and ELD techniques during professional development.

To support student achievement, other models may be considered, such as building an additional class into the schedule for support in English, after school intervention programs, and summer school.

Lessons will be front-loaded for low English Learner (“EL”) students in small groups using English Learning Development (“ELD”) strategies. The Open Court curriculum includes support for front-loading. The front-loading will be done by the teacher while other students are working on independent activities. Front-loading strategies may include:

- Previewing in the home language.
- Visual aids.
- Graphic organizers.
- Vocabulary previews. The teacher or an aide will explain new or difficult vocabulary.

The first block of the schedule – 7:50 to 9:30 – is the reading block. Into English will be taught 30-45 minutes during this block in ELD level classes; EL 5 students will be in an oral development class.

The school’s Into English curriculum will offer English Language Learners a language-rich environment. Into English uses grade-level content as the vehicle for language development. The unique combination of grade-level content plus multi-level teaching strategies gives all students access to the core curriculum. Multi-level strategies engage students in roles for cooperative groups for authentic communication activities. The strategy of Language Acquisition indicates the progress of students in their language development towards native-like fluency in English. Each student’s progress moves at his or her own pace through the pathways of pre-production, early production, speech emergence, and intermediate and advanced fluency. The instructional path follows a three-part Language Builder plan: prior knowledge and vocabulary; language through literature; and language through content. Student success will be measured by on-going authentic assessment utilizing performance rubrics.

All ELD students will set learning goals for mastering English, prepare action plans for achieving the goals, and track their learning progress in their Student Assessment Binders.

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ELD students will use the Into English program to support their learning action plans. This program has a proven record of success with similar student populations (see Emerson Parkside Academy).

HOW THE CURRICULUM ADDRESSES CALIFORNIA CONTENT STANDARDS

“It’s a good thing to have your education planned out. The standards on the report card let you know what you are doing all the time and taking things in your own hands gives you more motivation.”

- Middle School Student, Chugach School District, Alaska

“Our report card shows that I am at graduation level in Reading and Math, and I can go beyond in those areas.”

- Traditional 8th grade Student, Chugach School District, Alaska

“As far as I can tell, the Quality Schools Model [renamed the Reinventing Schools Model], as implemented by Chugach and other districts in Alaska involved with RISC, is the most comprehensive and well articulated approach to standards-based reform in the entire country.”

-Dr. Robert J. Marzano

Ingenium Charter School will focus on a standards-based curriculum in all major subject areas. The California Essential Standards will form the basis of action plans created by students in their Student Assessment Binders and monitored by teachers. As the school year begins, students will be presented with the standards to be mastered over the course of the school year. These standards will inform the plan for the students and progress will be monitored on a regular basis in Student Assessment Binders guided by teachers in classrooms. Comparative data will also be posted and analyzed in each subject area to monitor progress at the individual, class, and school wide levels.

Overall data trends will be presented to each grade level and discussions will take place on a weekly basis regarding curricular adjustments and modalities to be utilized for students who continue to struggle to achieve progress and eventual mastery of a specific standard. Best practices will be discussed and distributed to all teachers in a collegial atmosphere to continue to assist students who may not be meeting their goals as well as provide recommendations for students who are exceeding their goals.

Prior to the start of the school year and during professional development time over the course of the summer, teachers create overall pacing charts and prepare bi-weekly formative assessments in math and language arts drawn from RISC-developed gatekeeper assessments. RISC will assist in this process (see Chapters 3: Write District Standards and 4: Write District Assessments in the *Guide to Reinventing Schools*). RISC will develop standards-based gatekeeper assessments in math, language arts, science, and social studies to follow the pacing chart that will focus on building capacity in each area and eventually demonstrating mastery of the standards required in specific courses. The Ingenium Schools Education Director, Richard De Lorenzo, will lead this process.

Report cards will reflect standards-based grading (see Chapter 8 of the *Guide to Reinventing Schools*). Assessments will be based upon the ability to progress towards mastering the standards covered in each individual subject area. All assignments, assessments, and projects will

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be standards-based and students will continue to focus on their goals for mastering the standards as noted in their Student Assessment Binders throughout the school year.

Correlation studies will be performed using school-wide mastery of the standards and comparative data from the California Standards Tests in each subject area as appropriate. A full analysis of school performance as well as class and individual performance will be studied as data becomes available from the State. Trends will be noted and, prior the start of the next school year, recommendations and an action plan will be developed to address any shortcomings in the area of mastery of the standards and make any curricular changes seen to be necessary.

Focusing on continuous improvement for the students and the school as a whole measured by the ability of students to demonstrate mastery of the standards is an essential element of creating a school of excellence at Ingenium Charter School.

The pacing charts in section (D) 3. SCOPE AND SEQUENCE above fully outline the scope and sequence of each of the major subject areas and will be reviewed with teachers as they are hired for the new school year as well as revisited throughout the school year as data becomes available to inform decision making and re-examine the short term goals.

HOW THE TEACHING METHODOLOGIES AND INSTRUCTIONAL PROGRAM ADDRESS THE NEEDS OF THE TARGETED STUDENT POPULATION

How the Reinventing Schools Model improves the behavior of all students, including those at risk

Many of Ingenium Charter School's targeted students are at risk and lack the academic skills to succeed in high school. All too frequently they've been 'separated' from their classmates in and received many overt or subliminal messages of 'you're dumb, stupid, and incapable of learning.' Consequently, these students have learned to either act-out as a means to cover up pain associated with not being on an academic par with their classmates or to cover up the fear that they really are 'not as good' as the others. The result is that they often find themselves being sent to the Principal's office and in in-school suspension or after school detention as consequences for inappropriate comments and actions; sometimes they even resort to violent behavior. These students are frequently taunted verbally and physically by their classmates. Too many adults in traditional schools do not appropriately intervene either out of fear of the bullies or viewing it as a 'right of passage.' This sends all students the message that bullying and other inappropriate behavior towards any student is going to be ignored, therefore giving it tacit approval.

The Reinventing Schools approach changes the culture of schools and classrooms and eliminates most, if not all, behavioral problems through the following means.

- Dr. Deming, the Father of Modern Quality and upon whose theory the Baldrige framework for excellence is modeled, said that 95% or more of all problems within any organization are due to faulty systems and processes, not faulty people. The Baldrige approach focuses on improving systems and processes and not on shaming and blaming people.
- In the RSM, teachers and students become co-partners to create a new classroom culture – one that focuses on success for all. The approach starts with class strategic planning and two foundational principles: I am responsible for my own learn-

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ing, and I am response-able to the success of the class [response-able meaning ‘able to respond’]. These two principles apply equally to the teacher and to all students. Everyone understands the purpose of the class – learning. Purpose answers the “why” question. Next comes a collaboratively written and signed class vision, which answers the “what” question. With purpose and vision defined, the class collaboratively writes a mission statement, which outlines the social skills needed to stay on the path towards the vision. Mission answers the how question. Strategic planning continues with development of class goals that arise from the vision. All these documents are agreed upon and signed by all students and the teacher.

- To understand needs and expectations of students as customers and workers, teachers lead students in the development of quality factors for the teacher (what do I have to remember every day to ensure that I am the best facilitator of your learning?) Students also define the quality factors of a student (what do I have to remember every day to ensure that I am committed to learning and to the success of the class?).
- Student needs and expectations are also determined through learning styles inventories and various assessments throughout the school year to make mid-course adjustments.

The combination of classroom strategic planning and defining the key characteristics of teachers and students saves instructional time because everyone is ‘on the same page.’ It greatly reduces disruptions that result when a traditional top-down, boss management approach is used by teachers. In a Reinventing Schools classroom everyone is considered important to the success of the group and learning dramatically increases.

Mission and quality factors for students and teacher are regularly measured using quality tools and analyzed before determining strategies for improvement. Nothing about the strategic plan, except the vision, is ‘set in stone.’

How the Reinventing Schools Model improves the resilience of all students, including those with significant behavior and academic challenges

Traditional schools frequently have a punitive approach to discipline. If these approaches worked, there would be no (or very, very few) need for in-school suspension, detention or out-of-school suspension or expulsion. These approaches put nearly the entire onus for school and classroom problems on the students. As Dr. Deming stated, at least 95% of all problems within an organization are due to faulty systems and not people.

The RSM improves student resilience by:

- A team approach at the school level in which students participate as part of teams empowered to solve system issues.
- Students working with adults to write surveys, analyze data, determine root causes, and establish improvement theories to resolve a wide variety of problems within the school.
- Students involved in the process represent all groups within the school.

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- Regular opportunities for students to provide suggestions for improving the school.
- The establishment of a culture in which the ‘way the school does business’ is to live the two principles: I am responsible and I am response-able. Great pride in the school is established when such a culture change happens.
- Connecting everyone in the school to everyone else and making the culture of caring evident.

HOW THE SCHOOL WILL ESTABLISH A CULTURE OF SUCCESS

Ingenium Charter Schools will establish a culture of success in its classrooms from the first day of school by using the Reinventing Schools Model’s First Days orientation program. The First Days is a social problem-solving curriculum that teaches children to think critically, solve problems non-violently, and work in teams effectively and cooperatively utilizing the structure and processes of the Reinventing School Model. First Days sets in place school-wide processes for preventing and resolving problems among students as well as between students and teachers. Teachers provide structures for coaching individual students to resolve specific conflicts and for conducting class-level meetings, setting positive expectations, rewarding positive peer interaction, and addressing class-selected issues as a group throughout the school year.

During the First Days program, students learn about the Reinventing Schools Model and how to utilize Individual Learning Plans to further their educational goals. Goal setting is explicitly taught and students will begin to set their first goals of the year. The students also create their own Student Assessment Binders.

The First Days curriculum consists of:

- Teaching the RISC Model and its components
- An individual problem-solving model that teaches students to reason and reflect.
- A Cooperative Learning model that gives students frequent practice using their skills to solve problems and set goals.

The First Days program includes two weeks of introductory units for grades K-6. Initial lessons in listening skills and conflict resolution, curriculum, and school norms are necessary in order to give students the background required to participate effectively individually and in small or large groups. Instructional strategies and culture norms are designed to be utilized on a consistent basis throughout the school year.

EVIDENCE THAT THE PROPOSED INSTRUCTIONAL PROGRAM HAS BEEN SUCCESSFUL WITH SIMILAR STUDENT POPULATIONS AND WILL BE SUCCESSFUL WITH THE CHARTER’S TARGETED POPULATION

The ACT Policy Report “The Promise of Baldrige for K-12 Education” (by MaryBeth Walpole and Richard J. Noeth, 2002) concluded that “Although not without controversy, efforts focused on improving quality processes based upon the Malcolm Baldrige Education Criteria for Performance Excellence may hold promise for fundamentally improving K–12

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education. The Baldrige criteria address many issues other failed educational efforts have not—including leadership, systems thinking, changes in school culture, and data-driven decision making.”

The academic results of the four school districts that have won the Baldrige award in the last six years testify to the Baldrige framework’s effectiveness in raising student achievement. Below, the results of each of these winners – Chugach School District, Pearl River School District, Community Consolidated School District 15, and Jenks Public Schools -- are summarized. In addition, research on Brazosport Independent School District in Texas is presented because this latter district, which has not received a Baldrige Award but did receive a site visit for the award, has schools whose demographics mirror the expected Ingenium Charter School student population. Also presented is Emerson Parkside Academy in Long Beach, which will serve as a local model for Ingenium Charter School and has similar demographics to nearby Carson.

Chugach School District

Chugach School District (CSD) is located in South-central Alaska. Some village and school sites are 100% Aleut (Native Alaskan), while other sites include heterogeneous groups.

CSD was one of the lowest ranked districts in Alaska and in crisis in 1994 when a comprehensive restructuring effort was initiated that culminated in CSD’s 2001 Baldrige Award, the nation’s highest award for performance excellence. California Achievement Test (CAT) scores at increased from the bottom quartile to an average 72nd percentile from 1995 to 2000. In 2000, CSD students ranked second in the state on a statewide writing assessment. One hundred percent of Chugach’s 2001 graduates made a successful transition to further educational opportunities.

In his recent book *Classroom Assessment & Grading That Work* (Robert J. Marzano, 2006, Alexandria, VA: Association for Supervision and Curriculum Development), Marzano noted that “the percentile ranks for Chugach students increased consistently over a five-year period in all four subject areas.” The figure below details the annual improvements.

National Percentile Scores for Chugach Students

School Year	Total Reading	Total Language	Total Math	Total Spelling
1994-95	28	26	36	22
1995-96	43	44	54	32
1996-97	56	50	58	35
1997-98	63	60	66	46
1998-99	71	72	78	65

Source: *A Guide to Reinventing Schools* by R. Schreiber and W. Battino, 2002, Chugach, AK: Reinventing Schools Coalition.

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In the conclusion of Classroom Assessment & Grading That Work, Dr. Marzano wrote that “Chicago School District and districts trying to emulate its efforts through involvement in the Reinventing Schools Coalition have shown that a standards-based system that allows students to progress freely through various levels of performance on classroom-based assessment not only is viable but has a demonstrated positive impact on students’ academic achievement.” Pearl River School District

Pearl River School District (PRSD) also won a Baldrige Award in 2001. PRSD is located in Rockland County 20 miles north of New York City on the west side of the Hudson River.

In 1997, PRSD’s SAT 1 verbal score was 512 and math 525. In 2001, they were 564 and 591, respectively. The SAT 1 participation rate increased from 88% to 91% during the same period. Pearl Rivers’ Regents Diploma rate increased from 56% in 1996 to 79% in 2001; the rate for all public schools in New York hovered around 45% during the same period.

The percentage of students graduating with a New York Regents diploma increased from 60% in 1996 to 86% in 2001. In comparison, the percentage of students earning Regents diplomas in schools with similar socio-economic profiles decreased from 61% in 1996 to 58% in 2000.

In 2001, 76% of students achieved scores of “3” or better in Advanced Placement courses, up from 23% five years earlier. PRSD’s SAT I test scores also increased from 1996 to 2001, while the percentage of students taking the SAT I exam increased, approaching the highest reporting district in New York.

Overall PRSD student satisfaction, measured with a recognized national survey, increased from 70% in 1998 to 92% in 2001 and surpassed the highest score in the survey’s databank (86% in 2001). Overall PRSD parent satisfaction, as measured with the same survey, has increased from 62% in 1996 to 96% in 2001 and exceeded the highest score in the survey’s databank (89% in 2001).

PRSD’s overall staff and faculty satisfaction rate increased from 89% in 1997 to 98% in 2001 for staff and from 86% to 96% for faculty. PRSD’s combined faculty/staff satisfaction score serves as the benchmark for schools using the same survey.

Community Consolidated School District 15

2003 Baldrige Award winner Community Consolidated School District 15 (D15) is a K-8 district in Palatine, IL, a northwestern Chicago suburb. Its student population includes 37.5 percent minority students and 32.5 percent at the low-income level. Approximately 32% of D15’s students come from non-English-speaking backgrounds.

In the 2002-03 school year, results from the Iowa Test of Basic Skills showed that 84% of D15’s second-grade students were reading at or above grade level. This is an improvement of approximately 10 percentage points since 2000-01 and is nearly 35 percentage points above the national average.

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Jenks Public Schools

In 2005, Jenks Public Schools (JPS) in Oklahoma won the Baldrige Award. The 2004 educational report by the State of Oklahoma showed that the average scores of JPS students were significantly higher than both the state's and the nation's in all subject areas in all grade levels tested.

JPS' Academic Performance Index (API) (based on test scores, attendance, dropout rate, and graduation rate) scores led the state for K-12 schools of comparable size; the district's Southeast Elementary School was one of only four elementary schools in the state to achieve an API perfect score of 1,500 points.

At the high school level, JPS's graduation rates for 2003 to 2005 were 93%, 94%, and 95%, respectively. JPS students consistently outperformed other students statewide and nationwide in their ACT and SAT (college entrance exams) scores. 37% of the JPS class of 2004 demonstrated mastery of at least one Advanced Placement course during their high school years compared to 13% nationally.

85% of the 2004 JPS graduating class enrolled in colleges and universities.

Drop-out rates, a measure of student satisfaction, decreased steadily from 6.3% in 1999 to 1.2% at the end of the 2004 school year.

Brazosport Independent School District

The article "Quality Management in Education: Building Excellence and Equity in Student Performance" (by Jacqueline S. Goldberg, North Broward County (Florida) Hospital District, and Bryan R. Cole, Texas A&M University; Quality Management Journal; October 2002; Volume 9; Number 4) reports the results of a study of Brazosport Independent School District. According to the article, "Faced with deteriorating state test scores in several schools, particularly those with a high population of economically disadvantaged students, [Brazosport Independent School District] elected to apply the philosophy, tools, and methods of quality management as a means to raise student achievement through system alignment and improvement of instructional processes.

"The findings of the study reveal a school district that successfully transformed its approach to education, redirecting its goals and processes to assure the success of every student. This article provides an analysis of the approach and deployment of changes, outcomes obtained, and implications for continuous improvement in other public school systems."

Another study, "Using Baldrige to Improve Education: A Rationale Based on Results" (by Peggy Siegel, Training & Development, Feb, 2000), concluded that "Brazosport Independent School District in Freeport, Texas, is the largest district in the state to have all schools rated as exemplary. The district serves 13,500 students, 41.8 percent either Hispanic or African American and 36.4 percent economically disadvantaged. From 1997 to 98, more than 92 percent of all students passed state reading, math, and writing tests, representing an 80 percent gain in some schools."

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Emerson Parkside Academy

Ingenium's instructional model is very similar to that used by Emerson Parkside Academy in Long Beach ("Emerson"), a conversion charter school. Emerson's student population is similar to that expected at Ingenium. Its demographics are similar to those of Del Amo Elementary School, in whose service area Ingenium's proposed site lies.

2006-2007 School Year Demographics

	Filipino	Pacific Islander	African American	Hispanic	White	ELL	Free & Reduced
Del Amo Elementary	22%	11%	17%	45%	3%	11%	70%
Emerson Parkside Academy	1%		11%	37%	44%	15%	40%

Emerson Parkside Academy used the Baldrige system, in an implementation similar to the Reinventing Schools Model, to increase its API from 536 in 1999 to 807 in 2006. It won the California Award for Performance Excellence (California's version of the Baldrige Award) at the Silver level in 2005 and 2006.

Contracted and prospective Ingenium Charter School teachers will be required to observe classes at Emerson in the spring of 2010.

TEXTBOOKS AND OTHER INSTRUCTIONAL RESOURCES TO BE USED

The initial textbooks to be used are:

Text Name	Publisher
Mathematics	Scott Foresman-Addison Wesley
History-Social Science for California	Scott Foresman-Addison Wesley
Harcourt Science (California Edition)	Harcourt Education
Open Court	SRA

In addition, Ingenium will use Re-Inventing Schools Coalition templates for student assessment binders, report cards, and skills assessments (see the *Guide to Reinventing Schools*).

HOW THE SCHOOL WILL RECRUIT TEACHERS WHO ARE QUALIFIED TO DELIVER THE PROPOSED INSTRUCTIONAL PROGRAM

Ingenium will begin its faculty recruitment effort in January 2010. It will advertise its openings at local university training programs that specialize in producing NCLB-qualified teachers, including California State Universities at Dominguez Hills, Los Angeles, and Northridge; Pepperdine, Loyola Marymount, and Claremont Graduate Universities; USC; and Mount St. Mary's College. It will also advertise on EdJoin and CCSA's placement service.

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

In order to ensure that candidates are NCLB-qualified, Ingenium's teacher application package includes an "NCLB Teacher Requirements: Certificate of Compliance" form that applicants must complete. In addition, the Office Manager will complete an "NCLB Teacher Requirements Form" and verify the critical elements in it (credential, degrees, and examination results). In order to qualify for interviews, candidates must be verified as NCLB-qualified and document SADIE training and CLAD credentials in order to deal with the high proportion of targeted students learning English.

Applicants will be scored on a variety of measures, including demonstrated student achievement with Ingenium's target student population. Bilingual teachers will qualify for additional points on the scoring rubric. Qualifying candidates scoring above a set score will be invited for interviews with the Development Team, where further scoring will be completed. Candidates must express unconditional support and commitment to Ingenium's mission and RSM-based program in the interviews. Top scorers will be asked to teach demonstration classes for observation by Development Team members; these observations will also be scored. Top scoring candidates will be sent invitations to join the Ingenium faculty at the end of the process and, if they accept the invitations, will be sent employment agreements to complete.

HOW THE SCHOOL WILL PROVIDE ONGOING PROFESSIONAL DEVELOPMENT TO ENSURE THAT TEACHERS HAVE THE SKILLS TO DELIVER THE PROPOSED INSTRUCTIONAL PROGRAM

Teacher recruitment will begin in March and end in May. Offers will be made to teachers contingent on charter approval. Upon completion of employment agreements in spring 2010, teachers will be provided with a packet explaining Ingenium's RSM-based program for their review as well as a Professional Development Notebook. Just as Ingenium students will set learning goals, develop learning action plans, and track their learning progress in Student Assessment Binders, Ingenium teachers will develop their own professional development goals and action plans and track their training progress in their Professional Development Notebook, which will include templates and instructions for these processes.

Contracted teachers will be required to observe classes at a Baldrige-based elementary school for several days in the spring of 2010. They will be also required to attend a two-day workshop in early July at which study materials will be distributed and Professional Data Notebooks reviewed. At this time, teachers will present their professional development goals and action plans and record them in their Professional Development Notebook. They will be expected to self-study Ingenium's RSM systems and program in July.

Ingenium Charter School will encourage educators to be teacher-researchers, utilizing their knowledge base to collect and analyze student data, study and reflect upon student response to teaching, formulate questions regarding curricula and instruction, report to peers, and adapt new lessons to meet the needs of the students we serve.

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At Ingenium Charter School, professional development opportunities will provide teachers time to inquire about practice, study individual and group student data, develop best practices, and ensure accountability for school-wide goals. A two-week program/staff development session in August will provide staff with the opportunity to plan a coherent and coordinated course of study together that reflects the rigorous California content standards and has high expectations for student learning. Session topics will include the Baldrige Award in Education, the Reinventing Schools Model, Ingenium Classroom Learning System, employing quality tools in the classroom, and utilizing technology in the classroom. This staff development will result in teachers becoming competent users of technology, experts in the use of quality tools and the Classroom Learning System, and becoming skilled in classroom management.

Every Wednesday school will have a shortened schedule; students will leave at lunch, leaving several hours for professional development in the afternoon. Teachers will bring up questions or concerns about the implementation of the model in these sessions. Teachers will never be more than seven days away from an opportunity for continuous improvement.

Teachers and other school staff will visit other charter schools and schools using Baldrige strategies as part of professional development.

Through the first school year, RISC will help set up the Baldrige elements of the school's program and make classroom observations and consult with all teachers at least once a month. In addition, every week teachers will spend one hour on data collaboration and another hour on professional development.

While Ingenium Charter School budget includes a significant line item for RISC and other consultants (\$45,000 during start-up and the first year), most professional development sessions will be led by Ingenium Charter School and Ingenium Schools staff, which will include seasoned veterans with experience using quality systems in classrooms.

Teachers will post graphs indicating the learning progress of their classes on classroom bulletin boards. They will report on their class progress in monthly data reports to the Principal, who will work with staff on the basis of the data presented. The Principal will review Professional Development Notebooks with teachers on at least a quarterly basis.

Teachers will complete Learning Skills Capacity Matrixes provided by RISC and its partners (see Appendix N) annually in each spring to determine what skills they have and what skills they should further develop. The school will align these matrixes with its key strategic objectives and specific requirements mandated by SBE and the California DOE to develop an annual list of professional development requirements.

In addition to the Baldrige focus, the professional development program will place special emphasis on providing educational services to the targeted student population – such as SDAIE training. Professional development topics will also include:

- RSM in the Classroom training.
- RSM leadership training.
- Student Assessment Binders.

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- Classroom Assessment Binders.
- California Content Standards-based effective lesson planning.
- Development and monitoring of authentic assessment tools.
- Monitoring student mastery of the California Content Standards and adjusting instruction to maximize student mastery.
- Classroom management.
- Special Education.
- Sensitivity to students' affective domains.
- Differentiated instruction.
- Grading and assessment.
- Mainstreaming special needs students.
- Writing across the curriculum.
- Utilizing technology.
- The Internet and supplementary resources.

ACADEMIC CALENDAR AND SAMPLE DAILY SCHEDULE

Ingenium Charter School will comply with Education Code Section 47612.5 in regard to the required number of minutes of instruction. Students must meet the state requirement for attendance. Alternative interventions will be considered for truancy, for example: having a parent conference; detention; or restriction from participating in school activities such as sports, field trips, etc.

Academic Calendar

Ingenium Charter School will have at least 175 student days and an additional 10 professional development days for its teachers. It will exceed the required number of minutes of instruction as set forth in Education Code § 46201.

A draft calendar for 2010-2011 is in Appendix C; the School intends to adopt the LAUSD single track calendar for 2010-2011 when it becomes available. The 2011 summer school session will begin July 14 and end August 8, 2011.

Bell Schedule

The Ingenium Charter School instructional day begins at 7:55 AM and ends at 2:35.

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PM except for Wednesdays, when the school day ends at 1:10 in order to leave two hours for professional development. This sample schedule will be used as a general guideline:

	Monday	Tuesday	Wednesday	Thursday	Friday
7:55-9:30	Reading Block	Reading Block	Reading Block	Reading Block	Reading Block
9:30-9:50	Recess	Recess	Recess	Recess	Recess
9:50-10:50	Writing Block	Writing Block	Social Science Writing Block	Writing Block	Science Writing Block
10:50-11:45	Math Block	Math Block	Math Block	Math Block	Math Block
Lunch					
12:25-1:20	PE/Health	PE/Health	PE/Health	PE/Health	PE/Health
1:20-2:35	Technology	Social Science Block	Staff Co-Planning Time	Science Block	Technology
2:45-4:15	Helping Hands After School Program	Helping Hands After School Program	Staff Co-Planning Time	Helping Hands After School Program	

Instructional Time Calculations

There are 340 minutes of instruction on Mondays, Tuesdays, Thursdays, and Fridays and 265 minutes on Wednesdays. There are 145 Mondays, Tuesdays, Thursdays, and Fridays and 36 Wednesdays, yielding 58,840 minutes of instruction for the year.

Ingenium Charter School's attendance accounting system will meet the requirements of SBE and DOE.

HOW THE INSTRUCTIONAL PROGRAM WILL MEET THE NEEDS OF:

ENGLISH LANGUAGE LEARNERS

Ingenium Charter School will administer the home language survey upon a student's initial enrollment into the Charter School (on enrollment forms). All students who indicate that their home language is other than English will be 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.

Ingenium Charter School will notify all parents of its responsibility for CELDT testing and of CELDT results within thirty days of receiving results from the publisher. The CELDT shall be used to fulfill the requirements under the No Child Left Behind Act for annual English proficiency testing. The results of all testing will be reported and submitted to SBE on the R-30 survey annually.

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From the results on these exams, teachers will be informed of their students' language levels and will work collaboratively to develop lessons that support English language development standards along with other California Standards.

Ingenium Charter School will hire CLAD and BCLAD credentialed teachers who have the skills and expertise to accelerate English Language Learners' academic and linguistic development. To accomplish this objective, teachers will be helped to utilize specific instructional strategies to develop initial communicative competence in English and the development of disciplinary academic registers in their second language.

At the beginning of the academic year, students will be heterogeneously mixed in their classes and at the quarter mark teachers will meet to discuss student progress. The classes will be structured immersion.

Volunteer parents and aides will lend first language support. English learners more fluent in English will be paired with less fluent students and will assist them.

Teachers will be trained in SDAIE and ELD techniques during professional development.

To support student achievement, other models may be considered, such as building an additional class into the schedule for support in English, after school intervention programs, and summer school.

Lessons will be front-loaded for low English Learner ("EL") students in small groups using English Learning Development ("ELD") strategies. The Open Court curriculum includes support for front-loading. The front-loading will be done by the teacher while other students are working on independent activities. Front-loading strategies may include:

- Previewing in the home language.
- Visual aids.
- Graphic organizers.
- Vocabulary previews.
- Flexible grouping.

The teacher or an aide will explain new or difficult vocabulary.

The first block of Ingenium schedule – 7:55 to 10:00 – is the language arts block. Into English will be taught the first 30-45 minutes after recess in ELD level classes; EL 5 students will be in an oral development class.

The school's Into English curriculum will offer English Language Learners a language-rich environment. Into English uses grade-level content as the vehicle for language development. The unique combination of grade-level content plus multi-level teaching strategies gives all students access to the core curriculum. Multi-level strategies engage students in roles for cooperative groups for authentic communication activities. The strategy of Language Acquisition indicates the progress of students in their language development towards native-like fluency in English. Each student's progress moves at his or her own pace through the pathways of pre-production, early production, speech emergence, and intermediate and advanced fluency. The instructional path follows a three-part Language Builder plan: prior knowledge and vocabulary; language through literature; and language through content. Student success will be measured by on-going authentic assessment utilizing performance rubrics.

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MEETING THE NEEDS OF STUDENTS OF LOW SOCIO-ECONOMIC STATUS

Given that the majority of Ingenium's students will come from the low socio-economically disadvantaged population, many will not come into the school with the proper tools and academic vocabulary and a lack of belief in their own ability to achieve, which would put them at great risk for failure. Ingenium teachers will work on an individual level with each student, helping them to identify their own learning styles, set their own goals within the overall academic goals set forth in the course, give them the tools with which to achieve them and celebrate those achievements building their self-esteem and giving them encouragement at every level. As students see progress in their own achievements, they will begin to believe they can achieve and consequently will continue to improve and master the standards as teachers continue to adjust teaching strategies to assist and guide them in their journey.

It is expected that the majority of the students at Ingenium Charter School will have low socio-economic backgrounds; 70% of nearby Del Amo Elementary School students qualified for free or reduced price meals last year.

Several successful Baldrige-based school districts have similar proportions of low socio-economic status students. 36% of the students at Brazosport Independent School District in Texas qualify as "economically disadvantaged." 50% of the working age population in Chugach School District was unemployed and $\frac{3}{4}$ of the population was below the poverty line when the district won the Baldrige Award in 2001.

The Institute for Student Achievement studied the challenge of meeting the needs of low-achieving students and concluded that the following strategies "can turn low achievement into academic success" for these students. The recommended strategies are "academic rigor, support for students, personalization, continuous improvement and a professional learning community for teachers." ("Reclaiming Children Left Behind" by N. Gerry House, The School Administrator, January, 2005). Ingenium Charter School employs each of these strategies.

Academic Rigor

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

Ingenium Charter School's learning-centered educational program (see the "Learning-Centered Education Core Value above) supports academic rigor by:

- Encouraging all students to take ownership for classroom and personal learning.
- Writing class and individual goals and action plans based on high expectations and performance excellence.
- Setting high expectations for learning and performance excellence.

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- Enabling students to monitor the progress of their classroom and personal goals facilitated by the use of quality tools, classroom data centers, and personal Student Assessment Binders.

Support for Students

Ingenium provides multiple support systems for students, including:

- The Helping Hand after school program.
- Peer tutoring.
- The ELL program for students requiring extra language help.
- The Individual Learning Plans and Student Assessment Binders through which students set learning goals, create action plans for meeting their goals, and track their learning progress.

Personalization

Personalization is achieved at Ingenium Charter School through the Individual Learning Plans and Student Assessment Binders, which are completed by students and monitored by their teachers on an individual basis. In addition, teachers differentiate instruction.

Continuous Improvement

The PDSA process is built into the core of the Reinventing Schools Model and is a classic continual improvement system.

Professional Learning Community for Teachers

See the section “HOW THE SCHOOL WILL PROVIDE ONGOING PROFESSIONAL DEVELOPMENT TO ENSURE THAT TEACHERS HAVE THE SKILLS TO DELIVER THE PROPOSED INSTRUCTIONAL PROGRAM” above. The Ingenium charter School professional development program is highly collaborative, including weekly professional development sessions featuring teachers working in groups to analyze performance data.

GIFTED STUDENTS

Gifted students will be identified through a referral process by teachers or parent request. The school will select a teacher as the gifted coordinator who will arrange for testing through the SELPA’s psychological services. Students can also be identified gifted through high achievement. We will follow the same process used by LAUSD for identification.

Gifted students will be clustered by grade level in mixed-ability classrooms using differentiated instruction to not only challenge the gifted students but to challenge all students. Many gifted students have the capacity to learn more deeply, move at a brisker pace, or make more connections than instructional blueprints might suggest. Therefore, these students will

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have the opportunity to create action plans for meeting these more aggressive goals and tracking their learning progress in their Student Assessment Binders.

The focus is to set high goals, devise plans for reaching those goals, tolerate frustrations and share joys along the way, and sight new horizons after each accomplishment.

Steps to be taken by teachers in coaching advanced learners for growth will include:

- Continually raise the ceilings of expectations so that the advanced learners are competing with their own possibilities rather than with a norm.
- Making clear what would constitute excellence for the advanced learner so he/she knows what to aim for in his/her work.
- Raising the support system available to advanced students as they work toward the high level of expectations so that they can achieve genuine success.
- Balancing rigor and joy in learning so that students become life-long learners.
- Designing a multiplicity of assessments through which these students can demonstrate mastery of the standards.

STUDENTS ACHIEVING BELOW GRADE LEVEL

All students who do not complete their class work or struggle with it will be required to attend “Helping Hand” after school, where peer tutors and older student tutors (from local community colleges) will help them complete their work. Helping Hand will be supervised by a teacher on a rotating schedule. Students who are highly at risk in Mathematics and English will be placed in support classes that will focus on skill building and content area understanding in addition to the regular Math and English classes.

The Helping Hands program provides targeted instruction to fill learning gaps. Student Helping Hands candidates will be identified by their classroom teachers, who will use assessments and classroom work to determine whether a student has learning gaps that could be closed with Helping Hands assistance. Teachers will also identify their students’ learning styles using commercially available learning style surveys (i.e., www.engr.ncsu.edu/learningstyles/ilsweb.html). Students will then update their ILPs with their teacher’s assistance to set learning goals and action plans for the Helping Hands program. The Helping Hands program will use the student ILPs to identify students’ needs and learning styles. Students will track their learning progress in Helping Hands using their SAB. Helping Hands will deliver instructions responsive to the student’s learning style. The instruction will be delivered by a peer tutor or community college tutor under the supervision of a certificated teacher.

In addition, Student Assessment Binders will contain formative assessment data to help assist students and teachers with identifying gaps in the students’ learning. By identifying this missing information, teachers, parents, and tutors will be able to give specifically targeted instruction to not only to help students catch up, but to accelerate their learning.

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THE IMPLEMENTATION PLAN FOR THE SCHOOL'S INSTRUCTIONAL PROGRAM, INCLUDING A TIMELINE FOR IMPLEMENTATION OF VARIOUS COMPONENTS OF THE PLAN

December 2009 – March 2010: Creation of schedule, course selection, RSM training for administrators and board members, school visitations of successful RISC programs.

March 2010 – May 2010: Begin recruitment process and hiring of teachers, first parent/community meetings and recruitment of students.

April, 2010 – June, 2010: Hiring of teachers, curriculum development (pacing charts, assessment development, lesson planning), RSM training, Classroom Learning System (CLS) refinement, final selection of curriculum and other instructional materials, hired teachers observe classes in RSM/Baldrige elementary schools.

June 2010 – August 2010: Continued work on course development and professional development on CLS. Review of CST data of incoming students, testing of incoming students for placement and CELDT, student/parent RSM "boot camp," final scheduling, begin work on submission of Initial Visit materials for WASC, formation of WASC team and creation of documents for WASC Initial Accreditation, and attendance of teachers at RSM training and classroom preparation.

September 2010 – March 2011: Classes begin, continuous work throughout the school year reviewing results and amending action plans for each course/teacher, continued professional development on RSM/CLS methodologies with support from the Principal and RISC, recruitment of new students for 2011-2012 school year.

March 2011 – June 2011: Planning for next school year, recruitment and hiring of new teachers and other staff as needed, revision of year-end assessments as necessary and continuous review of overall results, initial WASC visit and status notification, selection and ordering of curriculum and other instructional materials for next school year, lottery and final acceptance letters for new students.

June 2011 – August 2012: Professional development, focus on RSM training for new hires, development of any new courses and creation of a buddy support plan for new teachers, review of end-of-year data as results come in from the state and data analysis and evaluation/comparative studies CST vs. internal assessments vs. class grades (correlation), continuous work on improvements needed based on new data and final goal-setting for school year 2011-2012, student/parent bootcamp and testing of students.

September 2012 – March 2013: Classes begin, continuous work throughout the school year on reviewing results and amending action plans for each course/teacher, continued professional development on RSM/CLS methodologies with support from the Principal and RISC, recruitment of new students.

March 2013 – June 2013: Planning for next school year, recruitment and hiring of new teachers and other staff as needed, revision of year-end assessments as necessary and continuous review of overall results, ordering of curriculum and other instructional materials for next school year, lottery and letters of acceptance for new students.

June 2013 – August 2013: Professional development, focus on RSM training for new hires, focus on development of any new courses and continuation of a buddy support plan for new teachers, review of end-of year data as results come in from the state and data analysis.

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sis and evaluation/comparative studies CST/CAHSEE vs. internal assessments vs. class grades (correlation), continuous work on improvements needed based on new data and final goal setting for school year 2012-2013, student/parent bootcamp and testing of students for placement/CELDT.

September 2013 – March 2014: Classes begin, continuous work throughout the school year on reviewing results and amending action plans for each course/teacher, continued professional development on RSM/CLS methodologies with support from the Principal and RISC, recruitment of new students.

(B) 2. DESCRIPTION OF WHAT IT MEANS TO BE AN EDUCATED PERSON IN THE 21ST CENTURY

The Secretary's Commission on Achieving Necessary Skills report (SCANS), developed by the U.S. Department of Labor in 1991, outlines the skills necessary for today's youth to acquire in order to participate in the modern workplace. The report breaks down the skills into "foundation skills" and "competencies." The former include communication skills, thinking and reasoning skills, and personal qualities such as responsibility, self-esteem, competencies, information gathering and processing skills, and the ability to find, organize and deploy resources. Ingenium Charter School agrees in large part with this report's conclusions and believes that educated people in the 21st century must possess many of these skills in order to reach their potential and be productive members of society.

Underlying the report is the realization that, even more than at the end of the 20th century, information and communication will be the hallmarks of the ever changing and ever shrinking 21st century world. To function effectively in the environment and in the 21st century workplace, an educated person will need to know how to:

- Acquire, manage, critically analyze, and use information in many mediums;
- Communicate effectively using spoken words, written text, and symbols (mathematical and graphical);
- Think creatively and logically to make decisions;
- Use continuous improvement systems and practices in problem solving, strategic planning, and process management;
- Continuously adapt to change and work within a multi-cultural society.

An educated person in the 21st century will also need a solid foundation of knowledge in math, science, history, and language arts to provide a context to understand and interpret new information and problems and to communicate with others. To build on this foundation and adapt to a changing world, an educated person will need to:

- Have a passion for learning how to learn and for asking questions and getting information.
- Be self-motivated and driven to learn throughout his or her life.

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- Have extensive computer skills. As information and communication migrate to digital media, the computer and its access to data and information on the World Wide Web in its many forms will continue to grow in importance.

(B) 3. HOW LEARNING BEST OCCURS: EDUCATIONAL PHILOSOPHY AND PRACTICES

Ingenium Charter School's educational philosophy focuses on creating a supportive learning environment enabling students to become responsible and "response-able" learners utilizing the tools of the Reinventing Schools Model to attain their goals. Expectations for student achievement and mastery of the California Content standards will be clearly defined and students will come to understand the importance of doing their "job" as they move forward to accomplish their goals.

Ingenium Charter School will use a "backwards" design approach to curriculum to help students pinpoint their specific goals and achieve success. As recommended in *Understanding by Design* (by P. Wiggins and Jay McTighe, ASCD, 2nd edition 2005), curriculum will be designed to not "simply cover content, but rather help students to uncover and develop a deeper understanding of the content." At Ingenium Charter School, once students learn how to clearly define their goals and individualize their plans, as well as track their progress based on teacher assessments and comments, working along with the teacher, they will be able to set realistic and achievable goals and attain them. Students will come to fully understand the role of continuous improvement and evaluation of their own progress guided by the classroom teacher and will achieve success beyond even what they could have imagined at the beginning of the year. Incremental success will lead to greater success as students become more confident in their own abilities and with encouragement and recognition for all achievements, their self-confidence will soar and they will shine.

In the classroom, teachers will use differentiated instruction to address individual student needs. The Student Assessment Binders each student will keep for each class to track their own progress will support this differentiated instruction, as will Classroom and School Assessment Binders kept by teachers and administrators.

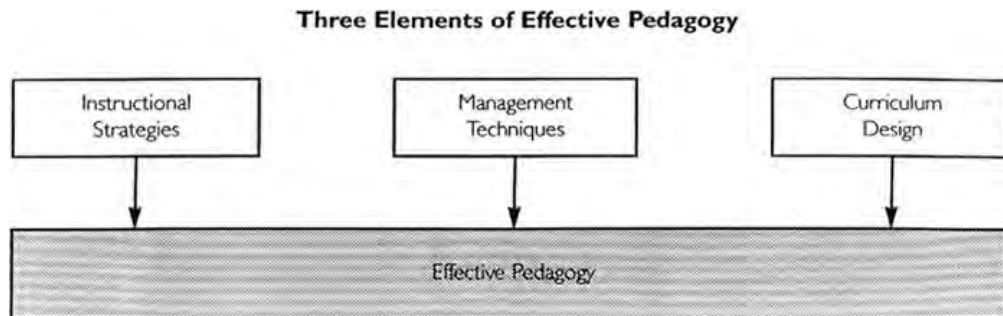
In addition, teachers will use research-verified instructional strategies in their classrooms. Researchers at Mid-continent Research for Education and Learning (McREL) analyzed selected research studies on instructional strategies that could be used by teachers in K-12 classrooms using meta-analysis (see *Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement* by Robert J. Marzano, Debra J. Pickering and Jane E. Pollock, ASCD, 2001). The McREL study identified instructional strategies that have a high probability of enhancing student achievement for all students in all subject areas at all grade levels. The figure below lists nine categories of strategies that have a strong effect on student achievement. Ingenium Charter School will use all nine of these strategies in its classrooms.

Instructional Strategy	Average Effect Size
Identifying similarities and differences	1.61
Summarizing and note taking	1.00
Reinforcing effort and providing recognition	.80
Homework and practice	.77
Nonlinguistic representations	.75
Cooperative learning	.73

Setting objectives and providing feedback	.61
Generating and testing hypotheses	.61
Questions, cues, and advance organizers	.59

Ingenium Charter School students will truly become responsible for their own learning as teachers consciously shift responsibility to them and guide them, while at the same time demonstrate their own ability to shift gears to address and recognize multiple intelligences. Teachers will help students develop a greater understanding of how they learn best as individuals as well as learn how to utilize their developing brains by giving them the academic vocabulary they are often missing and offering up a variety of techniques to reach them.

In their book *Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement*, Marzano, et al reference the three elements of effective pedagogy diagrammed below:



Robert Marzano is a partner with the Reinventing Schools Coalition, which authored the Reinventing Schools Model, and specifically acknowledged the Model's successful implementation of successful classroom instructional and assessment strategies in his most recent book, *Classroom Assessment That Works*. Ingenium Charter School is a member of the Reinventing Schools Coalition.

The research-verified instructional strategies Ingenium Charter School will use are outlined above and will be demonstrated at the highest level by all teachers. The Reinventing School Model is the management program being employed at all levels throughout the school. The curriculum design detailed below (see SCOPE AND SEQUENCE) completes the design.

Ingenium Charter School's philosophy is that students become more successful when they accept personal responsibility. As students experience success, they develop increased confidence and pride in their accomplishments.

Ingenium Charter School perceives students as workers within the classroom. Students understand that their "job" is to master the standards and be prepared for the next grade level, then secondary school.

Ingenium Charter School will consciously shift the responsibility for learning from teachers to students. Teachers will facilitate learning and create learning experiences, then use data and feedback from students to improve instruction. Students, on the other hand, will truly be responsible for taking ownership of their own learning. This approach will help students become proactive by setting goals, creating action plans, and making decisions based on their own data, learning cause and effect relationships between effort and engagement. In this

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way, Ingenium Charter School students will develop self-confidence and a positive self image which they will carry with them wherever they may go in life.

(B) 4. HOW THE OBJECTIVE OF ENABLING STUDENTS TO BECOME SELF-MOTIVATED, COMPETENT, LIFE-LONG LEARNERS WILL BE MET BY THE SCHOOL

Ingenium Charter School has been designed around the proven Reinventing Schools Model (RSM) (see <http://www.reinventionschools.org/model> and the attached *Guide to Reinventing Schools*, the RSM “Bible”). This program was first developed by Chugach School District in Alaska.

In 2001, Chugach became one of the first two school districts to win the Malcolm Baldrige National Quality Award. Since 2001, two more school districts have won the award. Chugach’s key leaders subsequently formed the Re-Inventing Schools Coalition (RISC) (see <http://www.reinventionschools.org/>) to further refine and disseminate the RSM. Ingenium is a RISC member.

BALDRIGE CORE VALUES AND CONCEPTS

The foundation of Ingenium’s business practices, educational philosophy, and RSM deployment are the Baldrige Core Values and Concepts. These Values and Concepts form the basis for the Baldrige Award. *Ingenium Charter School will meet the objective of enabling students to become self-motivated, competent, life-long learners through commitment to these Core Values and Concepts.*

Baldrige Core Values and Concepts

Focus on results and creating value	Learning-centered education	Systems perspective
Valuing faculty, staff, and partners	Management by fact	Agility
Organizational and personal learning	Managing for innovation	Visionary leadership
Public responsibility and citizenship	Focus on the future	

All eleven Core Values and Concepts are detailed in the “Education Criteria for Performance Excellence” available online at http://www.quality.nist.gov/Education_Criteria.htm. Ingenium Charter School’s approaches to the Core Values and Concepts are outlined below. They are generally encompassed within RISC’s RSM, and relevant chapters from the *Guide to Reinventing Schools* are referenced below as appropriate.

FOCUS ON THE FUTURE

Focus on the Future occurs when there is an understanding of the expectations of next level teachers, of the community, and of employers so that students can prepare for a future point in time. See chapters 1 and 10 of the *Guide to Reinventing Schools* for more details on how Ingenium Charter School will Focus on the Future.

Focus on the Future in the School

At Ingenium Charter School, Focus on the Future will be manifested by the ways we will:

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- Anticipate changes in educational requirements, instructional approaches, professional development needs, demographics, etc., adjusting school goals accordingly (e.g., survey middle schools for shifts in requirements).
- Meet and plan with vertical teams or next level schools and share the information with students (e.g., What do middle school teachers expect from us? What skills can we begin working on that will prepare students for middle and high school?).
- Plan and align instructional programs with the end in mind.
- Demonstrate agility and create opportunities for innovation.

Focus on the Future in the Classroom

Teachers will demonstrate Focus on the Future in their classrooms by:

- Responding flexibly to changes in educational requirements, instructional approaches, professional development needs, demographics, etc., adjusting classroom goals accordingly.
- Communicating to students the expectations of the next level grade and middle schools.
- Explaining to students how the instructional program will prepare them for long-range goals or assessments.
- Inviting employers of the community to talk about expectations and professionals to discuss skills required of their jobs.

Focus on the Future for Students

Students will be encouraged to Focus on the Future by reflecting on the following questions:

- What does my next grade level teacher expect of me?
- What do middle schools expect of me?
- What will I need to know and be able to do when I graduate?
- What will my future employer expect me to be able to do?
- What skills do I need to become a doctor?
- What should I learn if I want to become an engineer?

VISIONARY LEADERSHIP

Visionary Leadership occurs when there is a shared vision and visible commitment of all stakeholders to the principles and practices of continuous improvement and performance excellence. See Chapter 1 of the *Guide to Reinventing Schools* for a more detailed explanation of how Ingenium Charter School will develop and nurture a shared vision using the RSM.

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Visionary Leadership in the School

We will demonstrate Visionary Leadership at Ingenium Charter School by:

- Setting and communicating the direction for a student-focused, learning-oriented environment to guide the activities and decisions of the school.
- Involving all stakeholders in revising the vision, mission, and expectations for the school.
- Participating and supporting actively in the development and alignment of processes, systems, and strategies for continuous improvement and performance excellence.
- Stimulating innovation and building capacity throughout the school.
- Taking responsibility for the vision, mission, values, expectations, and performance of the school.
- Taking responsibility for individual work systems (including, for example, business and food services) using Baldrige quality principles and participating on school improvement teams.
- Serving as role models to reinforce the school's vision, mission, values, and expectations.
- Creating a sense of urgency to achieve the School's goals.

Visionary Leadership in the Classroom

Teachers will demonstrate Visionary Leadership in their classrooms by:

- Communicating current and future expectations for students and for a learning-oriented classroom.
- Involving students in developing classroom mission statements that support the vision and mission of the school.
- Involving students in developing classroom processes and strategies to support student learning.
- Providing a climate for creative problem-solving and improved learning.
- Allowing students to take responsibility for the mission, values, expectations, and learning.
- Acting as role models in a manner that will communicate the mission, values, and expectations of the classroom.
- Expecting students to set realistic yet challenging classroom and personal goals.

Visionary Leadership for Students

Students will be encouraged to demonstrate Visionary Leadership by reflecting on the following questions.

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- Do I know the mission of my classroom/school? How did I help in writing the mission?
- Do I know what my current and next teacher expects of me?
- Do I know what is expected of me to prepare for the next level? (grade, middle school, etc.)
- What is my vision for the future for myself?
- Do my personal goals support the goals of the classroom?
- Am I/are we taking responsibility for our learning? How do I/we do that?
- Do my/our goals challenge me/us?
- Do I/we know when I/we must achieve our goals?
- Do I know what to do so that I am always improving?
- Do my parents know what our class mission and goals are? Do they know what my personal goals are? How do I communicate all of this to them?

FOCUS ON RESULTS AND CREATING VALUE

Results will be front and center at Ingenium Charter School. At the start of the school year, teachers will discuss with their students what they need to learn during the year. The students will discover that in the Ingenium Charter School system, they are workers with customers – and their customers are their next grade level teachers. Their primary goal for the year will be getting ready for the next grade level.

The students will interview their “customers” (their next grade level teachers) to find out what the customers expect them to achieve during the year. These interviews will result in classroom goals reflecting “customer expectations” that will include state standards, school-wide goals, grade-level team goals, and classroom goals.

Classroom results on measurements of how well the classes are “meeting customer expectations” will be celebrated and posted on large graphs on classroom walls so that classes will be able to see and track their learning progress as a group. In addition, students will track their own progress towards meeting customer expectations in Student Assessment Binders (see Systems Perspective below). Teachers will collaborate and show combined data on hallway data boards.

Results and accountability will be demanded from all staff at Ingenium Charter School, as required both by NCLB and by Ingenium Charter School management. Compiled assessment data will be heavily relied on for decision-making (see Element 3: Measuring Pupil Progress). With regards to Creating Value, Ingenium Charter School defines a good school as one that adds value to each and every student, i.e. the growth in each student, both academically and personally, from admission to graduation. At Ingenium, there will be a great awareness of the value of time, and efficiency is defined as accomplishment per unit of time. We believe that being efficient means that more can be done in a shorter period of time, i.e. ‘smart work’ as opposed to ‘busy work.’ Students are guided in the proper use of their time and they are taught how to organize themselves and how to develop disciplined study habits.

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By being efficient, students have more time to participate in other pursuits that help to satisfy their social and physical needs.

See Chapter 5 of the *Guide to Reinventing Schools* for more details on how the RSM supports Focus on Results.

At Ingenium Charter School, we will Focus on Results and Creating Value by:

- Responding to changing needs or requirements of students and stakeholders through our continual improvement systems.
- Planning instruction with the end in mind, ensuring that curriculum indicators are aligned across the school.
- Using a variety of performance measures to assess short- and long-range goals, monitor performance, and provide a valid basis for continuous improvement.
- Placing emphasis on creating value for students and stakeholders.
- Tracking student performance and school processes and reporting results (posting results in the hallways, reporting to the community, etc.).

Focus on Results and Creating Value in the Classroom

Teachers will support Focusing on Results and Creating Value in their classrooms by:

- Aligning instruction with system milestones, data points, targets, and curriculum indicators.
- Communicating clearly to students the expectations for mastering objectives.
- Using formative assessments to:
 - Check student understanding (exit cards, weekly tests).
 - Make rapid adjustments in instruction, as needed.
 - Differentiate instruction based on the needs of students.
 - Determine value created as a result of instructional strategies.
- Incorporating the PDSA model (see 10 BASIC QUALITY TOOLS FOR THE CLASSROOM above) to guide continuous improvement in the classroom.
- Tracking classroom performance on key measures using data centers and Student Assessment Binders for personal performance and communicating results routinely to parents.
- Projecting for differing and possibly conflicting stakeholder needs and plan accordingly.
- Planning for instruction that addresses the diverse learning needs of students.

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Focus on Results and Creating Value for Students

Students will be encouraged to Focus on Results and Creating Value by reflecting on the following questions:

- How will I/we reach my/our goals? How can I demonstrate mastery of a goal?
- What can I/we do if I/we are not reaching our goals?
- Is what I am learning in class helping me meet my short- and long-range goals?
- What indicators are available to me to monitor my progress in a timely fashion so that I can make changes?
- How can I change my goals if they are no longer relevant or a priority?
- How will I/we determine if what I am/we are doing is going to make a difference in our learning?
- Is what I am learning important for now and in the future? How can I/we incorporate the PDSA model to ensure that I/we make continuous progress?

LEARNING-CENTERED EDUCATION

Learning-Centered Education occurs when the school's goals/objectives and actions support student learning and the current and future needs of students.

Key characteristics of Ingenium Charter School's learning-centered education will include the following:

- High developmental expectations and standards will be set for all students with the emphasis on student accountability.
- A primary emphasis on active learning will be maintained (see the Balanced Instructional Model above and chapter 2 of the *Guide to Reinventing Schools*). This will be achieved through the use of a wide range of techniques, materials, and experiences to engage student interest.
- Formative assessments will be used to measure learning early in the learning process and to tailor learning experiences to class needs and learning styles (see Element 3: Measuring Pupil Progress).
- Summative assessments will be used to measure progress against the California standards and school norms regarding what students should know and should be able to do.
- Students and families will use formative and self assessments to chart progress and to clarify goals and gaps. All students will maintain a Student Assessment Binder.

Teachers will check for understanding by asking questions, reviewing homework and Student Assessment Binders, providing feedback, and reviewing test results. Often, teachers will have students review each others' work. These checks will support timely identification and correction of problems and learning gaps.

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Some students grasp concepts faster than others and will be encouraged to help their peers in cooperative groups. Students with different abilities will learn together, albeit at different levels of mastery and depth of understanding.

By transferring responsibility for learning from teachers to students, Ingenium Charter School will increase students' confidence, buy-in, and sense of responsibility. They will maintain their own Student Assessment Binders, in which they will set learning goals, create action plans for meeting their goals, and track their learning progress. They will periodically review their Student Assessment Binders with peers, teachers, and parents.

The Student Assessment Binders tie in multiple Baldrige categories: leadership – students take on responsibility; planning – students set personal goals; stakeholder focus – sharing information with parents and community; measurement – data collection by students; and process management – the Plan-Do-Study-Act cycle and reflection process students go through. Student Assessment Binders focus on the ultimate goal of improving results.

Teacher efficiency will be improved by:

- Giving students input regarding assignments and classroom and school procedures; more buy-in yields higher intrinsic motivation for students.
- Students learning problem-solving techniques and processes for communicating with peers, resulting in less teacher time spent solving problems students can deal with on their own.

Student Assessment Binders will track students' academic as well as social, emotional, and physical strengths and challenges. They will detail strategies to improve a student's ability to succeed in school. Students and teachers will refer to the Student Assessment Binders on a regular basis throughout the school year to assess a student's progress toward his or her goals. The Student Assessment Binder will also be used as a tool to discuss progress with parents, especially at Student-Led Conferences.

All Ingenium Charter School classes will host at least semiannual Student-Led Conferences. At these Conferences, students will lead their parents through multiple stations where they will show and explain to their parents their Student Assessment Binders and class projects. They will also demonstrate what they have mastered in the class so far – a third grader, for example, might solve division problem in which a multidigit number is evenly divided by a one-digit number (one of the third grade mathematics standards).

More detail on how the RSM supports learning-centered education, including details on Individual Learning Plans, may be found in Chapter 2 of the *Guide to Reinventing Schools*.

Learning-Centered Education in the School

At Ingenium Charter School, we will practice Learning-Centered Education by:

- Involving all staff members in taking ownership for supporting student learning.
- Translating the requirements and expectations of students into appropriate curricular offerings and developmental experiences.

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- Developing school goals/objectives and action plans based on high expectations and performance excellence.
- Measuring learning periodically through formative assessments, adjusting instruction accordingly.
- Assessing progress against key external standards through summative assessments.
- Focusing on effective teaching and learning.
- Affording multiple avenues to success.
- Setting high expectations.
- Supporting performance excellence for students and staff.
- Enabling students to take responsibility for managing their education as co-producers of their learning.
- Providing opportunities for active learning and problem solving.
- Evaluating the impact each activity in the school in terms of creating value for student achievement.
- Focusing on transitions from school-to-school aligning expectations and requirements.

Learning-Centered Education in the Classroom

Ingenium Charter School classrooms will practice Learning-Centered Education by:

- Encouraging all students to take ownership for classroom and personal learning through their authorship of Individual Learning Plans.
- Planning instruction to meet the current and future requirements of students.
- Writing class and individual goals and action plans based on high expectations and performance excellence.
- Differentiating instruction for students to facilitate their mastery of goals and objectives.
- Setting high expectations for learning and performance excellence.
- Enabling students to monitor the progress of their classroom and personal goals facilitated by the use of quality tools, classroom data centers, and personal Student Assessment Binders.

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- Evaluating each activity in the class according to its value in supporting the goals of the classroom.
- Communicating to students the expectations and requirements of the next level of school, colleges, and the world of work.

Learning-Centered Education for Students

Students will reflect on the following Learning-Centered Education questions:

- Do we have goals for our classroom that are based on our needs and that challenge us to do our best?
- How do I know what my personal goals should be?
- How will I/we measure my/our progress?
- What will I do if I am/we are not making progress?
- Is everything I am/we are doing in school and in our classroom helping me with learning?
- Do the principal, building services manager, secretary, lunch hour assistants, instructional assistants and the cafeteria workers know what our school goals are? How do I know that?

Systems Perspective

Systems Perspective occurs when processes are planned, aligned, and implemented systematically and systemically to increase the likelihood of reaching targeted goals. Chapters 1 through 10 of the *Guide to Reinventing Schools* are all about systems.

Systems Perspective in the School

Ingenium Charter School will employ a Systems Perspective by:

- Looking at the needs of the school as a whole and synthesize key strategic goals and action plans.
- Working collaboratively to build upon the linkages among the Baldrige Criteria to ensure alignment and integration of instruction, assessment, and processes.
- Using results to monitor performance.
- Developing well-defined, well-designed, and well-deployed processes with the involvement of staff, students, and stakeholders.
- Aligning resources to support strategic goals and measures.

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- Using the RSM self-assessment process to improve alignment and integration of processes to develop systems that will facilitate the school's efforts in meeting performance requirements (every chapter of the *Guide to Reinventing Schools* includes a self-assessment component).

Systems Perspective in the Classroom

Teachers will use a Systems Perspective in their classrooms by:

- Examining the needs of the class and individual students and working with students to prioritize classroom and personal goals and action plans.
- Demonstrating for students how the Baldrige Criteria and Core Values/Best Practices can be used to create a classroom learning system.
- Involving students in using results to monitor classroom and personal performance.
- Creating well-defined, well-designed, and well-defined processes with students for monitoring and self-monitoring of student achievement and classroom procedures.
- Aligning the resources of the classroom to support classroom and personal goals.

Systems Perspective for Students

Students will self-reflect about their use of a Systems Perspective by asking themselves:

- What are our/my priority goals? How will I/we reach them?
- Can I describe how the Baldrige Criteria and Core Values/Best Practices can be used to support our Classroom Learning System?
- Are we working together to reach our goals?
- Do I/we know what my/our responsibility is in supporting our Classroom Learning System?
- Do I /we have a process for monitoring our achievement?
- What processes are in place for managing our classroom?
- What do we do if we are not making progress?
- What processes do we have in our classroom that make learning efficient and effective? Do other classrooms have the same expectations and processes for learning in place?

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MANAGEMENT BY FACT

Management by Fact occurs when data is used to drive decisions, inform instruction, or to evaluate key processes and results.

Ingenium Charter School will demonstrate Management by Fact by:

- Analyzing multiple sources of data in evaluating student achievement; staff, student and stakeholder satisfaction/dissatisfaction; staff education and training; the leadership system; and key processes in the school.
- Analyzing data routinely to make decisions and to determine needs, areas for improvement, trends, cause and effect, etc., disaggregating data, as required, to examine specific student groups
- Ensuring that assessment is comprehensive and aligned with key indicators of student and organizational performance.

More details on the RSM and Management by Fact may be found in Chapter 10 of the *Guide to Reinventing Schools*.

Management by Fact in the Classroom

Ingenium Charter School teachers will demonstrate Management by Fact in their classrooms by:

- Analyzing multiple sources of data (see above) routinely with students to make decisions, determine needs, and identify areas for improvement.
- Teaching students to monitor and chart their own performance data to develop appropriate goals and strategies for improvement.
- Developing processes with students to monitor classroom progress (data centers).
- Providing students with Student Assessment Binders to monitor personal progress.
- Teaching students to use quality tools (plus/delta, force field analysis) and the PDSA model to analyze their progress.

Management by Fact for Students

Students will reflect on their use of Management by Fact by asking themselves:

- How do we know we are doing well?
- How do I/we know that I am/we are good students?
- How do we know that we have a good class/school?

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- What do the facts tell us?
- If there is a problem, what am I/are we going to do about it?
- What tools do I/we have for monitoring and assessing our progress?
- What is the best tool to use to get the kind of information we need?

MANAGING FOR INNOVATION

Managing for Innovation occurs when stakeholders are supported in creating meaningful change in programs or processes that create new value for student achievement. The RSM accomplishes innovation through its continuous improvement systems; see Chapter 10 of the *Guide to Reinventing Schools*.

Managing for Innovation in the School

Ingenium Charter School will demonstrate Managing for Innovation at the school level by:

- Building capacity and accumulate knowledge among staff as a basis for innovation.
- Encouraging innovative strategies and processes, using quality tools to organize, prioritize, and plan for innovations and the PDSA cycle to determine value.
- Benchmarking learning and support processes with high-performing schools to facilitate or encourage innovative practices.
- Celebrating meaningful or successful experimentation and innovative practices.

Managing for Innovation in the Classroom

Ingenium Charter School teachers will demonstrate Managing for Innovation in their classrooms by:

- Developing students' background knowledge to raise their level of confidence in contributing innovative or creative problem-solving or suggestions for change.
- Teaching quality tools to students to facilitate innovative thinking or suggestions for change.
- Celebrating meaningful or successful experimentation, creative thinking, suggestions for change, etc.

Managing for Innovation for Students

Ingenium Charter School students will reflect on how they are Managing for Innovation by asking themselves:

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- Do I/we have any new ideas for solving this problem?
- If there is a risk factor, what can we do plan for success?
- Do I/we have any suggestions for different ways of doing things?

Valuing faculty, staff, and partners

Valuing Faculty, Staff and Partners occurs when staff and stakeholders' input, shared decision making, on-going development, and collaboration are valued and enhanced.

Ingenium Charter School teachers will be empowered in decisions related to curriculum and school culture. They will enjoy substantial autonomy in their methods and delivery of lessons.

Ingenium Charter School's administrative structure will feature a school-wide collaborative team model where teachers, staff members, and administrators all play roles in leading the school. In addition to leading the school, the collaborative team also will develop the learning goals and objectives for each academic year. This system of teacher empowerment and accountability assures a culture of trust and professionalism.

Teachers, staff members, and administrators will focus on student learning and promote data-driven decision making in closing achievement gaps. Teachers will be held accountable to one another, students, and parents in implementing the standards-based curriculum and promoting success for all students. This system of teacher empowerment, collaboration, and accountability will promote a culture of trust, professionalism, and continuous instructional improvement.

Ingenium Charter School is committed to attracting educators who are gifted, zealous, and dedicated to the proposition that all students have the potential to learn. All new employees will go through an extensive interview process to ensure that they are the best fit for the organization. Ingenium Charter School's vision will be presented clearly to new employees and repeated to present employees to ensure that all staff members are aligned with the school's culture and have the dedication necessary to excel.

Valuing Faculty, Staff, and Partners in the School

Ingenium Charter School will demonstrate Valuing Faculty, Staff, and Partners in the school by:

- Addressing staff and stakeholder satisfaction, development, and well-being.
- Building knowledge or capacity in addressing the diverse needs of students, developing leadership capacity, and monitoring student progress using the PDSA cycle, etc.
- Providing for staff and stakeholder participation in developing processes and programs.

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- Creating an environment for collaboration, creativity, and innovation.
- Providing recognition for staff.
- Recognizing the contributions of the diverse cultures of the school community.
- Encouraging partnerships:
 - Within the school (professional learning communities, staff development, etc.)
 - Outside the school (other schools, social service organizations, businesses, etc.)

Valuing Faculty, Staff, and Partners in the Classroom

Ingenium Charter School teachers will demonstrate Valuing Faculty, Staff, and Partners in their classrooms by:

- Valuing creative and innovative contributions.
- Recognizing and celebrating classroom and student successes.
- Encouraging student team approaches to problem-solving, project planning, peer or buddy support.
- Encouraging class-to-class and school-to-school partnerships, benchmarking, mentoring by outside organizations, etc.
- Allowing students to take responsibility for the classroom mission, values, expectations, and learning.
- Acting as role models in a manner that will communicate the mission, values, and expectations of the classroom.
- Expecting students to set realistic yet challenging classroom and personal goals.

Valuing Faculty, Staff, and Partners for Students

Ingenium Charter School students will reflect on Valuing Faculty, Staff and Partners by asking themselves:

- How do we learn to appreciate and value what others have to say?
- What is my responsibility to the Classroom Learning System? Do I think about new ways to solve a problem? How can I share these?

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- What group experiences have I had in solving problems, planning a project, or helping another student?

AGILITY

Agility occurs when there is the desire and the ability for faster and more flexible response to student and stakeholder needs.

Agility in the School

Ingenium Charter School will demonstrate Agility by:

- Measuring response times to gauge the school's effectiveness (requests for services, return phone calls, data analysis, parent communication, etc.)
- Empowering and expecting staff to respond rapidly to changes in students' needs.
- Analyzing classroom and/or individual student data early in the learning process to facilitate adjustments in a timely fashion.
- Using the PDSA model and quality tools to continuously examine organizational practices and determine changes that could result in better performance/results.

Agility in the Classroom

Teachers in Ingenium Charter School classrooms will demonstrate Agility by:

- Tracking the amount of time taken to solve a problem, to make a change in classroom procedures or processes, or to respond to students' needs.
- Encouraging students to make suggestions in response to a need for quicker, more flexible solutions.
- Involving students in analyzing classroom and/or individual student data early in the learning process to facilitate adjustments in a timely fashion.
- Incorporating the PDSA model continuously to improve student performance.
- Employing quality tools regularly to address student needs as they arise.
- Responding in a timely fashion to parent requests for information, conferences, etc.

Agility for Students

Students at Ingenium Charter School will reflect on Agility by asking themselves:

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- How much time does it take to make a change when we have a problem or when the needs in the classroom have changed?
- How do we handle changes in the classroom?
- How do I/we know if I am/we are headed in the right direction?
- How do I/we make changes when I am/we are not making progress?
- How do I/we know if these changes make a difference?
- How do quality tools help with identifying and solving our problems?

ORGANIZATIONAL AND PERSONAL LEARNING

Organizational and Personal Learning occurs when there is a well-executed approach enabling staff and students to participate in personal learning and continuous improvement processes.

Professional development is a critical component of transforming theory into sound instructional practices that meet the needs of all students. Reflective practice occurs in an environment where there is collaboration, use of meaningful data, and thoughtful discussion regarding instruction. See the “Professional Development” section below for a fuller account of organizational and personal learning at Ingenium Charter School.

Organizational and Personal Learning in the School

Ingenium Charter School will demonstrate Organizational and Personal Learning by:

- Continuously improving and adapting goals, approaches, and processes systematically and systematically.
- Embedding learning in all activities and at all levels of the school, e.g., solving problems at their root cause, sharing knowledge to effect meaningful change.
- Designing effective educational programs and formative assessment strategies.
- Providing opportunities for continuous personal learning.
- Aligning our vision, mission, goals, expectations, and instructional approaches school-wide.
- Integrating the PDSA cycle at all levels of the school as a tool for continuous improvement.
- Incorporating quality tools to facilitate the involvement of all stakeholders in improvement processes.

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Organizational and Personal Learning in the Classroom

Teachers will demonstrate Organizational and Personal Learning in their classrooms by:

- Implementing the Ingenium Classroom Learning system (see above).
- Including students in evaluating and improving classroom processes and goals.
- Providing a climate for continuous learning, problem-solving, and collaboration.
- Implementing and assessing programs and strategies for their effectiveness improving student achievement.
- Modeling continuous learning for students.
- Ensuring that the classroom mission, goals, and instructional approaches are aligned among and across grade levels or courses.
- Empowering students through the use of the PDSA cycle and quality tools to assess classroom and personal learning and evaluate classroom processes

Organizational and Personal Learning for Students

Students will reflect on Organizational and Personal Learning by asking themselves:

- What practices in the classroom help me with my learning?
- How did I contribute to organizing my classroom for learning?
- How does my teacher know whether or not a new program is helping me learn?
- Do I know what the ground rules are for my classroom?
- Is the approach or the vocabulary that my teacher is using to help us with learning to write similar to what my teacher was doing or saying last year?
- How is my class using the PDSA cycle and quality tools to help us evaluate our progress or solve problems?

PUBLIC/SOCIAL RESPONSIBILITY AND CITIZENSHIP

Public/Social Responsibility and Citizenship is the belief in group norms and values and the practice of good citizenship, understanding that it is the school's role to model these values as members of the community.

Public/Social Responsibility and Citizenship in the School

Ingenium Charter School will demonstrate Public/Social Responsibility and Citizenship by:

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- Modeling ethical behavior and planning for the protection of health, safety, and the environment of the school.
- Going beyond mere compliance in meeting local, state, and federal laws and regulations.
- Participating as a contributing member of the community through projects (e.g., resource conservation and community service).

Public/Social Responsibility and Citizenship in the Classroom

Teachers will demonstrate Public/Social Responsibility and Citizenship in their classrooms by:

- Modeling ethical behaviors for each other and plan for a classroom environment that is healthy and safe.
- Emphasizing the spirit of the law in the classroom (least restrictive environments for students with disabilities, students' rights, Leave No Child Behind: high expectations for all students, Privacy Act, etc.).
- Participating in activities that will support the community.
- Meeting with students to discuss, celebrate, and improve behaviors that demonstrate group norms and values.

Public/Social Responsibility and Citizenship for Students

Students will reflect on how they addressing Public/Social Responsibility and Citizenship by asking themselves:

- How can I help in the community?
- What are the benefits of being a contributing member of the community?
- Can I/we practice what I/we preach? Can I/we walk the talk?
- How can I help a member of our class or school who might need support, academically and/or socially? (buddy support, mentoring, etc.).

Students as Leaders and Active Participants

Ingenium Charter School will include students in major decisions about their school, including:

- Creation of extracurricular activities.
- Counseling and mentorship of younger peers.
- Creation of new, or modification of existing, school sports teams.

Students at Ingenium Charter School will be expected to take responsibility for their school and be positive contributors to the school community. They will be given responsibility

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ity in the management of their school and in the process develop a strong sense of personal responsibility for their educations.

Students will be held responsible for their school performance and will be heavily involved in many aspects of its operations (i.e. yearbook/newspaper involvement, extracurricular activities, positions of leadership, etc.).

Input will be gathered from students using formal and informal survey techniques to evaluate safety, enthusiasm for learning, school-wide procedures, effectiveness of instruction, and levels of satisfaction.

ACADEMIC SUPPORT

All students who do not complete their class work or struggle with it will be required to attend “Helping Hand” after school, where peer tutors and older student tutors (from local high schools and community colleges) will help them complete their work. Helping Hand will be supervised by a teacher on a rotating schedule. Students who are highly at risk in Mathematics and English will be placed in support classes which will focus on skill building and content area understanding in addition to the regular Math and English blocks.

In addition, Student Assessment Binders will be tools for intervention and challenging students. Students will routinely develop action plans to meet their learning goals.

SPECIFIC GOALS FOR PROVIDING AND ENSURING EQUAL ACCESS TO ACADEMICALLY LOW ACHIEVING STUDENTS**HOW THE REINVENTING SCHOOLS MODEL IMPROVES THE LEARNING RESULTS OF ALL STUDENTS, INCLUDING THOSE WITH SIGNIFICANT ACADEMIC CHALLENGES**

Students who have been left behind academically have learned that school ‘hurts,’ causing them to act-out or opt-out. Both are indicators that a student is on the path to drop out. Those who opt-out have essentially built up protective walls around themselves and often take an ‘I don’t care’ attitude. The students in this group are isolated from classmates who are more in the mainstream culture of a traditional school. Further, students living below the poverty line, those of minority sub-groups, and those with learning disabilities encounter more difficulties than their classmates. This is due to the fact that most teachers come from middle-class upbringing and have been successful in traditional school/class settings. They believe their purpose is to teach and if students don’t learn it is the students’ fault. Research shows learning disabilities are frequently a mismatch of teaching and learning styles. Seventy percent of SPED students are labeled learning-disabled.

Variation is expected within Ingenium Charter School’s student community. Fundamental to Ingenium Charter School’s approach to academically low achieving students is the Reinventing Schools Model used in the classrooms. Low achieving students, as with all other students, will set learning goals, create action plans for meeting the goals, and track their learning progress in their Student Assessment Binders. At other RSM-based schools, this process has proven especially effective in Special Education classes and with low achieving students. Individual students do not want to be the ones holding back their class’ progress and will work hard to catch up.

Understanding that the RSM changes the culture of schools and classrooms and greatly enhances learning results among all students, effectively closing the achievement gap among

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sub-groups, Ingenium Charter School will ensure the provision of equal access for academically low achieving, English language learners and special education students as follows:

- The focus is on the improvement of instructional, assessment, and communication processes and not on fixing students. In a RISC school, administrators and teachers learn that they are getting exactly the results for which they planned. Therefore, the new approach requires alignment and integration of all sub-systems and processes, which requires everyone to analyze data and determine root causes before making decisions about what to change. It is a holistic approach to improvement requiring frequent assessment and analysis of what's working and what isn't.
- Teachers view themselves as facilitators of learning, meaning they realize the two principles (I am responsible and I am response-able) apply to them equally as they do to students. It is inherent in a RISC classroom that teachers systematically seek feed-back from students after analyzing results about what worked/what didn't and how they'd like to learn the material. Students never determine what to learn because that is determined by national and state standards and the curriculum. But they can have input into how they would like to learn. The teacher's goal is to make certain that the student learn and gain the necessary skills to be successful.
- After enrollment, all students will be assessed. Students academically at risk of falling retention will be provided with targeted, structured, and systemic intervention to address areas of weaknesses.
- Regular and frequent in-process (formative) assessments are given, which are determined to be the best predictors of future success for any content area and aligned with the class goals. Students record their own results in Student Assessment Binders, set goals for improvement, and prepare action plans for meeting the goals; classes as a whole track their learning progress on charts posted on the bulletin boards, set class goals, and create class action plans.
- Students' action plans will include various resources available to help students who have fallen behind, such as extra study, seeking out peer tutors), seeking help from parents and other family members, attending the after school program and Saturday Study, and requesting extra help from the teacher.
- Teachers and students regularly use a Plan-Do-Study-Act process and analyze root causes of errors, make mid-course corrections to the instructional process, and study to see if more students can be successful.
- Informal feedback is collected systematically, regularly, and frequently through the use of quality tools such as Learning and Enthusiasm charts and Plus/Deltas that give teachers information about how much has been learned and how enthusiastic students are about learning. Students give more feedback to their teacher by identifying what worked and what can be changed so we can all learn more on the Plus/Delta chart. Teachers use this feedback, turn it into information, and share with students what changes will be made to improve the instructional process. It empowers students to become co-partners in their educational experience. This process increases students' interest and enthusiasm for coming to class. It also leads to greater learning results. Everyone's opinion is valued.

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- Students often participate in team projects to solve real-world problems and the content standards are embedded inside the projects. Student teams must self-organize, write a project mission statement, and use quality tools to determine how the work will get done, what responsibilities each team member has, and a time frame for completion. Built within the project is a quality control person responsible for reviewing whether content standards (e.g. grammar, calculations, etc.) are being met. Each day the team assesses the team member's ability to follow the mission and learn to give constructive coaching tips to each other.
- When projects are completed, they must meet all the agreed upon Quality Factors. All student teams assess the other teams' work using a rubric with the Quality Factors. The teacher also engages in this process.
- The content standards are assessed in a more formal way using an assessment tool that requires each student to demonstrate the learning.

The result of this type of learning experience empowers students to work together in a self-managed way and gives them great pride as they improve the community within which they live. Further, learning is anchored into long-term memory using such an approach.

Celebrations are 'built-in' to an RSM classroom as all students achieve the interim goals and targets. When the whole class meets a goal, there is great celebration and recognition from every adult in the school. Enthusiasm for learning is maintained by the realization that it takes a lot of energy for this approach to learning, and therefore small celebrations (not external rewards such as food or pencils) are encouraged when all students achieve the target. This brings the two principles (I am responsible and I am response-able) alive and part of the culture of the classroom. Everyone is vested in the success of all.

In addition, Ingenium Charter School will have Special Education and English Language Learner programs to help assist students; both programs are described below, as well as how proficient and advanced students are kept engaged.

SPECIAL EDUCATION

Overview

Ingenium Charter School recognizes its responsibility to enroll and assist students with disabilities who can benefit from its programs and who otherwise qualify for enrollment as well as its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the School. Any student who has an objectively identified disability which substantially limits a major life activity including but not limited to learning is eligible for accommodation by the School. Ingenium Charter is committed to providing the fullest inclusion and least restrictive environment that enables students with disabilities to participate in both the academic and community aspects of Ingenium Charter.

Ingenium Charter shall comply with all applicable State and Federal Laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act

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("Section 504"), the Americans with Disabilities Act ("ADA") and the Individuals with Disabilities in Education Improvement Act ("IDEIA").

Ingenium Charter intends to provide special education instruction and related services in accordance with the IDEIA, Education Code requirements, and applicable policies and practices of a Special Education Local Plan Area ("SELPA"). Ingenium Charter shall become an independent LEA and join a SELPA pursuant to Education Code Section 47641(b) either on its own or with a grouping of charter school LEAs as a consortium.

Ingenium Charter shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures and shall utilize appropriate SELPA forms. Ingenium Charter shall be solely responsible for its compliance with Section 504 and the ADA.

Ingenium Charter shall be categorized as a "public school" within the SELPA in conformity with Education Code Section 47641(b). Ingenium Charter shall comply with a Memorandum of Understanding ("MOU") between SELPA and Ingenium Charter School related to the delineation of duties between SELPA and Ingenium Charter.

All students will be given equal access to the school regardless of disabilities and Ingenium Charter will not discriminate against any student based on his/her disabilities. All students with disabilities will be accorded a Free, Appropriate Public Education. Ingenium Charter will provide appropriate services for exceptional needs students according to the plan developed pursuant to Education Code Section 56710 and in compliance with the California Master plan for Special Education (Education Code Section 56000 et.seq.). Ingenium Charter intends to contract with a Special Education provider and will monitor the compliance with all applicable federal and state laws.

Ingenium Charter personnel, school administrators, and other mandated IEP team members will attend staff development and/or training meetings sponsored by SELPA and other trainings as necessary to obtain information to support compliance with IDEA regulations.

Charter schools do not operate 0-5 preschool programs and Ingenium Charter understands that additional training may be necessary to understand the Child Find procedures and requirements.

Services For Students Under The "IDEIA"

Ingenium Charter will follow SELPA policies and procedures and shall utilize SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and maintaining the confidentiality of pupil records. Ingenium Charter will comply with SELPA protocol as to the delineation of duties between SELPA and the local school site in providing special education instruction and related services to identified pupils. An annual meeting between Ingenium Charter and SELPA to review special education policies, procedures, protocols, and forms of SELPA will ensure that Ingenium Charter and SELPA have an ongoing mutual understanding of SELPA protocol and will facilitate ongoing compliance.

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We anticipate that a Memorandum of Understanding (“MOU”) will be developed between SELPA and Ingenium Charter which spells out in detail the responsibilities for provision of special education services and the manner in which special education funding will flow to support the students of Ingenium Charter.

Assessment and IEP Process

Ingenium Charter will comply with all federal, state and district mandates when designing its Assessment and IEP Process. This includes the following:

- (A) Search and Serve/Child Find.
- (B) Referral for Assessment.
- (C) Assessment.
- (D) Development and Implementation of an Individualized Education Program (IEP).
- (E) IEP Review.
- (F) Due Process Procedures.

Step 1: Search and Serve

The parents of all new students at Ingenium Charter will be informed that special education and related services are available at no cost to them. In addition, students who show signs of need for Special Education will be referred for consideration.

The SST approach is a total school commitment to providing assistance in the general education classroom to students with unique or special needs. The team may recommend program modifications, use of alternative materials or equipment, and/or strategies or techniques that will enable the student to participate more effectively in the regular classroom.

The SST is not a special education function. It is not subject to special education timelines or legal requirements. Ingenium Charter will refer a student for a special education assessment when the team identifies that the modifications or assistance provided in the general education classroom is not sufficient in meeting the student’s needs.

Step 2: Referral for Assessment

At Ingenium Charter the referral process will be a formal ongoing review of information related to students who are suspected of having disabilities and who show potential signs of needing special education and related services. Parents or guardians may refer their child for assessment for special education services. Teachers, other school personnel, and community members may also refer a child for an assessment.

If it is determined that an assessment is appropriate, the parent will receive an assessment plan (AP). The AP describes the type and purposes of the assessment that may be used to determine eligibility for services.

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The parent must consent to the AP by signing the AP before the assessment can take place. Ingenium Charter, in consultation with its Special Needs Services Provider, has fifty (50) days, not counting school vacations greater than five (5) days, from the receipt of the parent's signed AP to complete the assessment and hold an Individualized Education Program (IEP) meeting.

If the parent does not consent to the AP, Ingenium Charter may take steps to protect the student if it is believed that the student is being denied necessary services. Ingenium Charter may request that the parent meet to resolve this difference of opinion or, failing that, initiate a due process hearing to override the parent's refusal to consent.

Step 3: Assessment

The assessment will gather information about the student to determine whether the student has a disability and, if eligible, the nature and extent of special education services that the student may need. Assessments may include individual testing, observations of the students at school, interviews with the student and school personnel who work with the student, and a review of school records, reports, and work samples.

Ingenium Charter guidelines for assessment:

- A student will be assessed only after parental consent of the assessment plan.
- A student will be assessed in all areas related to his or her supposed disability.
- Assessment will be administered in the student's primary language or a qualified interpreter will be provided.
- Assessment will include a variety of appropriate tests to measure a student's strengths and needs. The person administering the tests will be qualified to do so.
- Assessment will be adapted for students with impaired sensory, physical, or speaking skills.
- Testing and assessment materials and procedures must not be racially, culturally, or sexually discriminatory.

If the parent disagrees with the assessment of their child made by Ingenium Charter and its Special Needs Services Provider, the parent may obtain an independent educational assessment. Upon the parent's request, Ingenium Charter will provide information about how to obtain this independent assessment by a qualified examiner.

Step 4: Development and Implementation of an Individualized Education Program (IEP)

After a student has been assessed an IEP meeting will be held. The IEP meeting will be held at a time and place convenient for the parent, the charter school, and an invited SELPA representative. The IEP team will discuss the assessment results at the meeting and determine whether the student is eligible for special education services based upon state and federal criteria. If the student is eligible an IEP will be developed at the meeting.

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The following people are members of the IEP team:

- The parent or guardian and/or their representative. The parent is an important member of the IEP team. If the parent cannot attend the IEP meeting parents will understand all proceedings. The parent may participate using other methods such as conferencing by telephone. If necessary the charter school will provide an interpreter if the parent has a hearing disability or their primary language is not English.
- An Ingenium Charter administrator or qualified representative who is knowledgeable about the program options appropriate for the student.
- The student's teacher.
- A representative from SELPA and the district of residence (if applicable).
- A representative from the Special Needs Services Provider if not the County or SELPA.
- Other persons such as the student whom the parent or the school wishes to invite.
- When appropriate the persons who assessed the child or someone familiar with those assessment procedures.

The team must consider the least restrictive setting. Regular education programs will be the first consideration and necessary supports and services will be discussed. The IEP will be tied to the standard curriculum and measured by the same means. After the written IEP has been finished it will be implemented by Ingenium Charter through its selected Special Needs Services Provider. The parent can review and request revisions of the plan. The IEP will contain:

- Services that the student will receive.
- How the services will be delivered.
- The instructional program(s) where the services will be delivered.
- The rationale for placement decisions.
- Annual goals and short-term objectives focusing on the student's current level of performance.
- How the student's progress will be measured.
- Transition goals for work-related skills.

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- ESL goals as necessary.
- Times for IEP meetings:
- After a student has received a formal assessment or reassessment.
- When a parent or teacher feels that the student has demonstrated significant educational growth or a lack of anticipated progress.
- When a parent or a teacher requests a meeting to develop, review, or revise an IEP.
- When a student in an IEP is faced with a suspension for more than ten (10) days or an expulsion the IEP will meet to determine whether the student's misconduct was a manifestation of his or her disability.

Step 5: IEP Review

If a student is receiving special education services his or her IEP will be reviewed in an IEP meeting at least once a year to determine how well it is meeting the student's needs. The IEP will be revised as needed to meet the needs of the student.

If a parent or teacher has concerns that the educational needs of students already enrolled in special education are not being met either the parent or the teacher may request a reassessment or an IEP meeting to review the IEP anytime during the school year. The parent or teacher may request a reassessment by sending a written request to the school or completing a Request for Special Education Assessment that can be obtained at the school. Ingenium Charter will have written permission from the parent or guardian before it reassesses the student. Ingenium Charter will convene an IEP meeting within 30 days in response to a parent's written request.

Ingenium Charter will make available to all parents and teachers SELPA, state, and federal literature regarding special education programs, regulations, and laws.

The promotion and retention of special education students will be determined according to their IEP.

Step 6: Description of Due Process and Procedural Safeguards

If there is a disagreement with the proposed special education program a due process hearing shall be initiated pursuant to Chapter 5 (commencing with Section 56500) unless a pre-hearing mediation conference is held. Ingenium Charter shall, prior to the placement of the individual with exceptional needs, ensure that the regular teacher or teachers, the special education teacher or teachers, and other persons who provide special education, related services, or both to the individual with exceptional needs shall be knowledgeable of the content of the IEP. A copy of each IEP shall be maintained at the school site. Service providers from other agencies who provide instruction or a related service to the individual off the school site shall be provided a copy of the IEP. All IEPs shall be maintained in accordance with state and federal student record confidentiality laws.

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Section 504 of the Rehabilitation Act

A 504 designation means that student's disability limits one or more major life activities. These activities include Self-Care, Vision, Breathing, Hearing, Walking, Speaking, Organizational Skills, Manual Dexterity, and/or Learning. If a student's disability relates to one of these activities the student can be given specific accommodation relating to Environmental/Accessibility, Instructional/Classroom, Behavioral/Social, Placement Locations, and Discipline. The referral can come from a parent, teacher, administrator, counselor, or anyone else who works with the student.

When a referral is made a 504 team will be assembled by the Principal and shall include the parent/guardian, the student (where appropriate), and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records including academic, social, and behavioral records and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEIA but found ineligible for special education instruction or related services under the IDEIA those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team who will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials include those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligent quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual, or speaking skills the test results accurately reflect the student's aptitude or achievement level or whatever factor the test purports to measure rather than reflecting the student's impaired sensory, manual, or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If the 504 team obtains information indicating possible eligibility of the student for special education per the IDEIA during the evaluation, a referral for assessment under the IDEIA will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives the free and appropriate public education ("FAPE"). In developing the 504 Plan the 504 team shall consider all relevant information

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utilized during the evaluation of the student drawing upon a variety of sources including, but not limited to, assessments conducted by the School's professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications, or services that may be necessary.

All 504 team participants, parents, guardians, teachers, and any other participants in the student's education including substitutes and tutors must have a copy of each student's 504 Plan. The site administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she reviews the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

REFERENCE TO NCLB

Ingenium Charter School agrees to comply with the provisions of No Child Left Behind as they apply to certificated and paraprofessional employees of charter schools. All classified support staff and teacher's assistants will be in full compliance with all NCLB provisions. It also agrees to adhere to the provisions regarding "School Choice" and "Choice Students."

ATTENDANCE REQUIREMENTS INCLUDING LENGTH OF SCHOOL DAY AND YEAR

Ingenium Charter School will comply with Education Code §47612.5 in regard to the required number of minutes of instruction. Students must meet the state requirement for attendance. Alternative interventions will be considered for truancy, for example: having a parent conference; detention; or restriction from participating in school activities such as sports, field trips, etc.

PROCESS BY WHICH CURRICULUM, MATERIALS AND INSTRUCTIONAL ACTIVITIES ARE TO BE SELECTED

The books utilized for each course, course material, and instructional activities at Ingenium Charter School will be chosen through a collaborative effort between the school Principal, the curriculum development team, and the teachers. Ingenium Charter School's curriculum development team will provide a list of recommended textbooks and teaching strategies for different courses at Ingenium Charter School. The Principal and teachers will determine which textbooks and strategies from that recommended list are most relevant for their students. To encourage innovation teachers will have the flexibility to use books or strategies that are not on Ingenium Charter School recommended list as long as they achieve the required results.

See "INGENIUM CHARTER SCHOOL TEXT LIST" above for the initial list of Ingenium textbooks.

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ELEMENT 2: STUDENT OUTCOMES

**EXTENT TO WHICH ALL STUDENTS DEMONSTRATE THAT THEY HAVE
ATTAINED SKILLS, KNOWLEDGE AND ATTITUDES SPECIFIED AS GOALS****COMPARISON SCHOOLS**

Ingenium Charter School will benchmark itself to the schools of residence for some of its students and demographically similar schools. The schools will be selected using the following criteria:

1. The 5-7 schools most representatives of the schools that Ingenium Charter School's students could otherwise have been required to attend as determined by the students' addresses or zip codes.
2. The 5-7 schools having the closest demographic similarity to Ingenium Charter School based on a comparison of the following criteria:
 - a. The total traditional school enrollment is within 10% of Ingenium Charter School enrollment;
 - b. Students eligible for free/reduced lunch are within 10% of Ingenium Charter School enrollment;
 - c. The English Language Learner population is within 10% of Ingenium Charter School enrollment; and
 - d. The student ethnic populations are within 10% of Ingenium Charter School enrollment.

A school may be demographically similar to Ingenium Charter School without satisfying all of the criteria set forth above. The five to seven schools selected will be those that satisfy the greatest number of criteria.

The demographic characteristics of Ingenium Charter School shall be established for the purpose of this section by using the demographic information that Ingenium Charter School reports to the state of California along with its STAR test submission.

PRIMARY GROWTH TARGETS

Growth in student achievement is the primary target that will be used by Ingenium Charter School. The growth of Ingenium Charter School will be measured annually against the growth of the comparison schools. The target is to meet all of the following benchmarks in the year prior to charter renewal:

Academic Performance Index and Annual Yearly Progress

- Ingenium Charter School's API score at the time of renewal is greater than the median API score for the comparison schools.

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- Ingenium Charter School's API growth is 1.25 times the median growth of the comparison schools.
- Ingenium Charter School's API growth for all subgroups is 1.25 times the median growth of the comparison schools.
- Ingenium Charter School will meet its AYP goals and will not be in Program Improvement.
- Ingenium Charter School will rank at least 8 on the similar school Academic Performance Index ranking system in the year prior to charter renewal or two of the last three years prior to charter renewal.
- Ingenium Charter School will strive to rank at least 8 on the statewide Academic Performance Index ranking system in the year prior to charter renewal or two of the last three years prior to charter renewal.
- Ingenium Charter School will meet its API growth target in the year prior to charter renewal or two of the last three years prior to charter renewal. It will strive to achieve an API of at least 800 prior to charter renewal.
- Ingenium Charter School's academic performance on the CST will be equal to or better than the academic performance of the LAUSD schools that Charter School students would otherwise attend in the year prior to charter renewal or in two of the last three years prior to renewal.
- Ingenium Charter School's academic performance on the CELDT and CAT/6 will be equal to or better than the academic performance of the LAUSD schools that Charter School students would otherwise attend in the year prior to charter renewal or in two of the last three years prior to renewal.
- Ingenium Charter School will meet or exceed the percent of Annual Measurable Objectives on the AYP met by LAUSD schools in the neighborhood, in the year prior to charter renewal or in two of the last three years prior to renewal.
- Ingenium Charter School will meet or exceed the percent of Annual Measurable Objectives on the AYP required by NCLB.

Curricular Exit Outcomes

Student outcomes measure the skills and processes mastered and the concepts learned from the content of the school curriculum that is aligned to the California State Content Standards in Physical Education and the core academic areas of language arts, math, social studies, science and visual and performing arts. Exit outcomes address the goals for all students: Regular, English Language Learners, special education, and gifted.

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The curricular exit outcomes and performance goals and outcomes below are expected to be achieved by the year prior to Ingenium Charter School's renewal.

Curricular Focus	Measurable Outcomes	Goals
English Language Arts	<p>Demonstrate literacy in reading, writing, speaking and listening by:</p> <ul style="list-style-type: none"> constructing meaning from a variety of texts using comprehension strategies, prior knowledge and personal experience; initiate reading opportunities and read independently for 30 minutes or longer; write with fluency in a variety of genres for a variety of audiences, i.e. Reflective journal, persuasive essay, report, science observation, personal letter, business letter, creative story, poem; apply the writing process and conventions of writing; use speaking skills to present information, narrative, and response to literature; apply presentation strategies effectively. 	<ul style="list-style-type: none"> The percentage of students achieving at the proficient and advanced level on the CST will increase by 5% each year. The school will meet or exceed NCLB requirements for AYP. Value added for English Language Arts will be greater than the median value added for the comparison schools by the 2nd year of operations. The percentage of students scoring Advanced & Proficient in ELA on the CST will be greater than the median percentage for comparison schools by the 2nd year of operations. The percentage of students scoring Below Basic & Far Below Basic in ELA on the CST will be below the median percentage for comparison schools by the 2nd year of operations. The decrease in percentage points of students scoring Below Basic & Far Below Basic on the CST for ELA will be 1.25 times the median decrease for the comparison schools. The increase in percentage points of students scoring Advanced & Proficient on the CST for ELA will be 1.25 times the median increase for the comparison schools. At least 80% of all students will clear the Language Arts strands on the each quarter's pacing charts as measured by the gatekeeper assessments.
English	<ul style="list-style-type: none"> Demonstrate verbal and written 	<ul style="list-style-type: none"> The percentage of students re-

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Language Development	<p>proficiency in English within 3 consecutive years of enrollment at Ingenium Charter School.</p> <ul style="list-style-type: none"> • Redesignate from ELL status to English proficient status within 3 consecutive years of enrollment at Ingenium Charter School. 	<p>designated will increase by 5% each year.</p> <ul style="list-style-type: none"> • The increase in percentage points of students scoring Early Advanced & Advanced on the CELDT will be 1.25 times the median increase for the comparison schools. • The percentage of charter school ELL students redesignated to English proficiency will be greater than the median for comparison schools. • At least 80% of all students will clear the English Language Arts strands on each quarter's pacing charts as measured by the gatekeeper assessments.
Mathematics	<p>Demonstrate fluency in mathematics concepts, mathematical reasoning, and basic computational skills as well as communicate and apply these skills in various settings.</p>	<ul style="list-style-type: none"> • The percentage of students achieving at the proficient and advanced level on the CST will increase by 5% each year. • The school will meet or exceed NCLB requirements for AYP. • Value added for Math will be greater than the median value added for the comparison schools. • The percentage of students scoring Advanced & Proficient in Math on the CST will be greater than the median percentage for comparison schools by the second year of operations. • The percentage of charter school students scoring Below Basic & Far Below Basic in Math on the CST will be below the median percentage for comparison schools by the second year of operations. • The decrease in percentage points of students scoring Below Basic & Far Below Basic on the CST for Math will be

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		<p>1.25 times the median decrease for the comparison schools.</p> <ul style="list-style-type: none"> • The increase in percentage points of students scoring Advanced & Proficient on the CST for Math will be 1.25 times the median increase for the comparison schools. • At least 80% of all ELL students will clear the English Language Development strands on each quarter's pacing charts as measured by the gatekeeper assessments.
Science	Demonstrate proficiency of the content standards in physical, life, and earth sciences, investigation and experimentation.	<p>The percentage of students achieving at the proficient and advanced level on the CST will increase by 5% each year.</p> <p>At least 80% of all students will clear the Mathematics strands on each quarter's pacing charts as measured by the gatekeeper assessments.</p>
History/Social Science	Demonstrate proficiency of the content standards in history, geography, economics, government and society as well as intellectual, reasoning, reflection and research skills.	<p>The percentage of students achieving at the proficient and advanced level on the CST will increase by 5% each year.</p> <p>At least 80% of all students will clear the History/Social Science strands on each quarter's pacing charts as measured by the gatekeeper assessments.</p>
Visual and Performing Arts	<p>Connect the arts with all other content areas.</p> <p>Talk about, evaluate, and describe the arts, using specific criteria.</p> <p>Demonstrate an understanding of how culture and the arts interact.</p> <p>Demonstrate ability to read, write, and perform in each of the arts disciplines.</p> <p>Demonstrate expression through movement and spatial awareness.</p> <p>Demonstrate a sense of self-confidence and knowledge of their place in history and society.</p>	All continuously enrolled students will participate fully in the Visual and Performing Arts programs.
Physical	Become physically educated, physi-	90% of students continuously en-

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Education	cally fit, and be able to enjoy a variety of physical activities. Demonstrate a commitment to life-long health and physical well-being. Develop self-improvement, participation, and cooperation skills.	rolled will participate successfully in the Fitnessgram test.
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Other Goals and Outcomes

Ingenium Charter School will track and analyze the following factors that influence academic achievement and growth.

Factor	Measurable Expected Outcome
Student Conduct	<ul style="list-style-type: none"> • Average daily attendance rate of at least 94%. • Tardiness continually decreases each year by 5%. • Suspensions/expulsions decrease each year by 5%. • Mediation referrals decrease each year by 5%.
Parental Involvement	<ul style="list-style-type: none"> • 70% of parents attend ongoing parent-teacher conferences. • Parent attendance at special programs, festivals and forums will increase annually.
Professional Development	80% participation in annual two week program held prior to opening of school each year and at ongoing professional development programs during the year.
Teacher Performance	<ul style="list-style-type: none"> • Knowledge of curriculum. • Competence in pedagogy. • Professional attitude. • Effective teaching strategies.
Financial Solvency	No deficit in the operation budget after the first two years.

PROCESS BY WHICH CURRICULUM, MATERIALS AND INSTRUCTIONAL ACTIVITIES ARE TO BE SELECTED

The books utilized for each course, course material, and instructional activities at Ingenium Charter School will be chosen through a collaborative effort between the school Principal, curriculum development team, and the teachers. Ingenium Charter School's curriculum development team will provide a list of recommended textbooks and teaching strategies for different courses at Ingenium Charter School.

The Principal and teachers will determine which textbooks and strategies from that recommended list are most relevant for their students. To encourage innovation, and emphasis on technology, teachers will have the flexibility to use books or strategies that are not on the Ingenium Charter School recommended list as long as they achieve the required results.

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DELININATION OF WHEN AND HOW STUDENT OUTCOMES WILL BE ASSESSED

Students are first assessed (using Scott Foresman Mathematics, CELDT, and McLeod Assessment of Reading Comprehension assessments and a writing prompt) upon matriculation. They then periodically take the Scott Foresman Mathematics and CELDT assessments to monitor student progress. At the end of the school year, they will take CST and CELDT assessments (they will also take the CELDT at the beginning of each year).

The Ingenium program is data-rich and assessment-driven. Bi-weekly tests will be administered and students will record the results in their own Student Assessment Binders. In a typical Student Assessment Binder template for math chapters, the students record their score on their last chapter test, their goal for their score on the current chapter test, and an action plan for achieving the goal. They then record their actual chapter test result and begin a new math chapter template page. The Student Assessment Binders are a central feature of the semi-annual Student Led Conferences.

In addition, classroom results on assessments are posted on the classroom bulletin boards and celebrated. Successful Baldrige based schools will be assisting Ingenium in the production, administration, and reporting of the tests.

IDENTIFICATION OF WHO WILL BE ACCOUNTABLE FOR STUDENT PROGRESS

Ultimately, students are responsible for their own progress; their acceptance of responsibility is Ingenium Charter School's core value (see Element 1).

In addition, teachers are responsible for student progress, and their annual evaluation will include an examination of the student outcomes in their classes as measured by formative assessments as well as standardized tests.

The Executive Director and Principal are also held accountable for student progress and their evaluations will include a significant student outcomes component based on assessment results.

The school intends to rely heavily on value-added measurements of teacher and administrator performance; the task of the teachers and administrators is build on whatever academic background the student enters with. Value-added measurements target the improvement the student demonstrates during the period the student is in contact with the teacher and school.

Teachers and grade level teams will set goals with action plans and evidence. Teachers will prepare and maintain their own Classroom Assessment Binders and Success Plans, and grade level teams will be responsible for Grade Level Assessment Binders and Success Plans. Discussion and goal setting will occur at the beginning of the year with review at the end of the year; goals will be set and progress towards the goals monitored in the Classroom and Grade Level Assessment Binders. Reflection and monitoring will be a part of staff members' evaluations. This will tie into value-added measures and standardized tests results. While students are responsible for their own learning, they need a strong model from teachers of how to set goals and collect and analyze data. Teachers will be familiar with this process and live by it,

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through their maintenance of the Classroom and Grade Level Student Assessment Binders and Success Plans, in order to model it for students.

REFERENCE TO NCLB

Ingenium Charter School accepts the NCLB premise that all children will succeed and will review its Annual Yearly Progress annually, with special attention given to the progress of sub-groups. The Principal will recommend and the Board will approve annual action plans to meet Annual Yearly Progress goals.

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ELEMENT 3: MEASURING PUPIL PROGRESS

MANAGEMENT BY FACT

Ingenium Charter School will rely on the measurement and analysis of performance to manage its operations. These measurements will derive from the school's needs and strategy and will provide critical data and information about key processes and results.

Several types of data and information will be used for Ingenium's performance management. Performance measurement will focus on student learning and will feature a comprehensive and integrated fact-based system—one that includes input data, environmental data, performance data, comparative/competitive data, data on faculty and staff, cost data, and operational performance measurement.

Measurement areas will include students' backgrounds, learning styles, aspirations, academic strengths and weaknesses, educational progress, enthusiasm for learning, classroom and program learning, satisfaction with instruction and services, extracurricular activities, and success in later grades. Examples of data segmentation that will be employed include segmentation by student learning results, student demographics, and faculty and staff groups.

Analysis refers to extracting larger meaning from data and information to support evaluation, decision making, and improvement. At Ingenium Charter School, analysis will entail using data to determine trends, projections, and cause and effect that might not otherwise be evident. Analysis will support a variety of purposes, such as planning, reviewing the school's overall performance, improving operations, change management, and comparing Ingenium Charter School's performance with comparable organizations or with "best practices" benchmarks.

A major consideration in Ingenium Charter School performance improvement and change management will involve the selection and use of performance measures and indicators. The measures and indicators Ingenium Charter School will select will represent factors that lead to improved student, operational, financial, and ethical performance. This comprehensive set of measures and indicators tied to student, stakeholder, and organizational performance requirements will represent a clear basis for aligning all processes with Ingenium Charter School's goals. Through the analysis of data from its tracking processes, Ingenium Charter School's measures and indicators themselves will be evaluated and changed to better support Ingenium Charter School's goals.

Proficiency levels will be established to maximize teacher efficiency and student learning. Learning assessments will determine whether proficiency has been achieved and identify opportunities for intervention. Diverse assessments will be used at the various grade levels.

Comprehensive Mastery Tests will be administered in Language Arts and math quarterly and at the end of the year in grades K-5. These mastery tests will be modeled on LAUSD's quarterly assessments.

Assessment reports will provide measurements of knowledge acquired as well as identification of learning gaps. Staff will review test results on Wednesday afternoons in a group setting. Teachers at each grade level will review lesson plans and monitor expected learning outcomes with their colleagues at these meetings.

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ASSESSMENT METHOD AND FREQUENCY

Ingenium Charter School will use the California Content Standards to align the curriculum, assess and monitor student progress; design systematic support and intervention programs; and encourage parent investment and community involvement.

Methods for assessing student progress at Ingenium will include California standardized tests (i.e., STAR testing protocol, CST, CAT-6); text based pre- and post-assessments (i.e., Open Court); the California English Language Development Test (CELDT) each year for all students who qualify as ELD/ELL; standards-based gatekeeper assessments developed by RISC; formal and informal classroom assessments (tests, projects, worksheets, presentations, personal communication, surveys, anecdotal records); and portfolio evaluations.

Ingenium Charter School teachers will administer bi-weekly grade-level formative assessments in math and language arts adapted from the formative assessments included in the Math and Open Court curricula and/or the RISC gatekeeper assessments. Ingenium teachers will prepare these assessments with the assistance of RISC before the beginning of the school year and all teachers at each grade level will use the same assessments. Students will track their own learning progress by recording the results of the formative and gatekeeper assessments in their own Student Assessment Binders (using templates being provided to Ingenium by RISC). Classes will track classroom progress by posting graphs summarizing class-wide assessment results.

Bi-weekly, each grade level team will meet for one-half hour to analyze classroom data. Grade level teams will assemble monthly Grade Level Assessment Binders showing their classes' progress on a variety of measurements, including formative and gatekeeper assessments, class enthusiasm for learning, attendance, and other items. The Principal will review these Grade Level Assessment Binders with the grade level teams.

RISC, which is currently supporting similar systems, will assist Ingenium's set-up and implementation of these student and classroom assessment systems.

Ingenium Charter School will use the Baldrige's Plan-Do-Study-Act (PDSA) process (Shewhart Cycle) to review classroom academic results on a biweekly basis and school-wide on a monthly basis and continuously improve its education program. This process includes the following cycle: develop a Plan for improving quality at a process; execute the plan (Do); evaluate feedback to confirm or to adjust the plan (Study); and make the plan permanent or study the adjustments (Act).

Meeting API growth targets will be one of the primary goals in the school-wide Plan portion of this PDSA process. The formative assessments will be linked to the State standards and CST testing items so that performance on year-end CSTs can be predicted. The biweekly classroom and monthly school-wide reviews and analysis of the data (the "study" portion of the PDSA cycle) will lead to "Act": adjustments to learning made on the basis of the data to ensure that API targets are met.

Parents will be involved in student progress through monthly learning progress reports sent home with students, incorporation of parent help in student's action plans, and participation in biannual Student Led Conferences.

Ingenium Charter School will participate in California's standardized testing program.

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GRADING RUBRICS

Grading rubrics are “Scoring Guides” in the RSM lexicon and form an important part of its integrated system. RSM Scoring Guides are scoring tools that list the content and criteria for a piece of work and gradation of quality from excellent to poor. RSM Scoring Guides improve student performance by making teacher expectations clear and by showing students how to meet these expectations. Students use them to begin to self-assess their work and view their teachers more as guides

In the RSM system, Scoring Guides are designed to be:

- **Feasible:** Developmentally accurate and accomplished in a reasonable time
- **Authentic:** Practical application, simulation and real life situation
- **Content Standards:** Direct correlation to community, district, state and national standards
- **Enhances and Equitable:** Leads to the improvement of our system and “all” students can participate

RSM Scoring Guides are created using the following process.

- Choose the standards to be measured.
- Choose a scale to score students work; even number scales force the scorer to make a judgment of quality.
- Describe the end results of a student that is successful at achieving the standard. Begin with Proficient.
- Describe an exceptional and less than satisfactory product (always, occasionally, never etc.)

An important goal of the RSM Scoring Guide system is to use the process of create scoring guides with students and stakeholders to enable them to create their own scoring guides.

Below is a sample RSM Scoring Guide for writing standards. More examples and details about RSM Scoring Guides are available in Chapter 2 of the *Guide to Reinventing Schools*.

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A Guide to Reorienting Schools: Chapter 4 - Write District Standards

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CHAPTER 3
Write District
Standards

Writing Standards Scoring Guide

Traits	(√) Developing	(+) Proficient	(*) Advanced
Language	• Language is unclear	• Clear language for intended audience	• District version and student version
Developmentally Appropriate	• Difficulty of standard is <u>inappropriate</u> for the developmental level in which it is designed	• Difficulty of standard is appropriate for the developmental level in which it is designed	• Same as Proficient
Equity	• Biased, reflects personal opinions that lack consensus	• Unbiased, describes a skill, knowledge, and/or process	• Describes a skill, knowledge and/or process relevant to real-life situations
Accountability	• Difficult to measure	• Measurable	• Easily measured in real-life situations

Examples:

- (√) Reads Hamlet [Biased]
- (√) Memorizes Martin Luther King--"I Have A Dream" speech [Biased]
- (+) Analyzes a variety of literary genres (short stories, dramas, novels, and poems) and the use of specific literary techniques [Unbiased]
- (*) Revises and edits own writing [Clear Language]
- (*) Tells time to a quarter of an hour [Clear Language, describes knowledge relevant to real-life situations, measurable in real-life situations]

Keep in mind that the purpose of this scoring guide is to take some subjectivity out of the process of writing standards. There is always the argument of what is *not* real-life. The idea is to be reminded of the importance of making instruction as relevant to the students as possible.

USE OF STANDARDIZED TEST SCORES IN MEASURING STUDENT PROGRESS; USE OF LONGITUDINAL, SURVEY AND OTHER DATA IN MEASURING STUDENT PROGRESS

Ingenium students will be tested at least biweekly using assessments developed and scored by teachers. Frequent assessing allows the teachers and students to monitor students' per-

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formance and pinpoints gaps that need to be filled to secure a solid foundation on which to build further knowledge. Students will enter assessment results in their Student Assessment Binders and create action plans in the Binders to meet their learning goals.

Assessment results will be presented to teachers in a graphic format. The assessments measure student outcomes to monitor progress and highlight student learning deficiencies for teachers and students.

Assessments will be tied to ongoing teacher, classroom and grade level goals and action plans. The collaboration and monitoring of this information will allow for the sharing of resources and innovative solutions (Core Value “Managing for Innovation”).

Teachers will share data with students and classrooms will work together to establish action plans. Data and action plans can also be shared with parents through class and school newsletters to involve them in the collaborative effort of continuous improvement.

INITIAL ASSESSMENTS

Analysis of assessment data at Ingenium Charter School will be ongoing, beginning with an initial assessment and, if indicated, an examination of a student’s cumulative record. New students are given several assessments in order to determine their proficiency levels in core subjects. These assessments are administered after students are enrolled and are not used during the enrollment process. These assessments include:

- A writing sample administered to determine incoming student’s level of writing mastery. This may include a non-threatening written assessment consisting of a one page writing prompt asking the student his or her reasons for enrolling in Ingenium Charter School for upper elementary students.
- McLeod Assessment of Reading Comprehension.
- CELDT test (for Beg/EI ELD students).
- Math placement test.

An important goal of the initial assessments is to establish a baseline from which value-added student achievement may be measured.

ONGOING ASSESSMENTS

At Ingenium Charter School, students will be assessed on their mastery of California State Standards in a variety of formats. These include the following:

- **Traditional Classroom Assessments:** Bi-weekly tests prepared by teachers and drawn from the Gateway Assessments or textbook assessment toolkits that students will use to track their learning progress in their Student Assessment Binders, quizzes, essays, projects, exams on a regular basis.

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- **Gateway Assessments.** These will be prepared by the Reinventing Schools Coalition and will indicate mastery of standards.
- **Portfolios:** A selection of student work designed to demonstrate progress toward predetermined goals will demonstrate students' efforts, understanding, and mastery. These portfolios will be presented to parents at the biannual Student-Led Conferences.
- **Independent & Group Research Projects (Cross-curricular and single subject):** These authentic assessments will reflect understanding of units of study based on critical concepts and performance tasks.
- **Placement Exams:** Incoming and new students will be administered the tests listed above to determine their skill level in core subjects.
- **State Required Tests.** All state required tests will be administered and closely analyzed (CST, CELDT).
- **Other Standardized Tests** (Scott Foresman Math, CELDT, writing assessments, etc.) will be administered as required by authorities outside the school or as determined by school policy.
- **Oral & Written Presentations:** Speeches, position papers, essays, and other forms of both formal and informal presentations.

The results of the traditional classroom and gateway assessments and standardized tests will be entered into the AERIES student information system, where the results will be tracked by the teachers and administration to gauge progress towards meeting classroom learning goals. Placement exam results will be used by teachers to determine what learning gaps the students may have that need to be addressed in order for the students to master their grade level standards.

Teachers will closely monitor student progress and students will be expected to demonstrate their mastery of locally developed competencies based on state standards as they progress through their courses of instruction. As one method of measuring student progress, assessments will be conducted pursuant to 47605(c)(1), which requires Ingenium Charter School to conduct state testing pursuant to Education Code §60605 and any other statewide assessments applicable to students in charter schools.

To ensure our educational programs serve the school's guiding principles and vision, "process" data, both objective and subjective, will be utilized to help continually improve the learning environment. Analysis of student outcomes will be used to determine how and what we teach and to develop improved teacher support and training. Additional data from locally developed assessments and surveys will be used to determine how well Ingenium Charter School is achieving its goals and meeting the needs of its stakeholders. The data collected from these assessments and surveys will be utilized to refine our educational environment, design programs to inform stakeholders of the school's goals and pedagogic approach.

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Assessments will be conducted pursuant to EC60602.5. The types of assessment to be used to evaluate student progress will follow state guidelines and may include:

- Norm-referenced achievement tests, including but not limited to STAR;
- Performance-based assessments;
- Teacher evaluation based upon clearly specified criteria for scoring student work, including state standards-aligned tests and quizzes, critical thinking and problem solving assignments, and in-class participation;
- Certification, to be maintained in student portfolios, of mastery of locally developed, state standards-aligned competencies; and
- The use of longitudinal/survey, and other data collected by Ingenium Charter School to track student progress.

ACADEMIC PERFORMANCE INDEX (API)

The API will be used to compare the position of Ingenium Charter School with that of other schools in the state. The API will also be used to identify underperforming sub-groups and develop remediation strategies and programs, as appropriate.

OTHER ASSESSMENTS

Students will also be measured in non-academic areas such as class attendance and discipline to ensure that they are following through with their enrollment agreement to be positive influences at Ingenium Charter School. For example, the School will actively track each student's attendance numbers as well as any behavior marks or actions they incur (detentions, suspensions, etc.). Non-curriculum areas are often overlooked at schools when it comes to assessment, but the School believes that students develop more quickly when they are held accountable for both performance and conduct.

AVERAGE DAILY ATTENDANCE (ADA)

A crucial factor in determining the engagement and commitment of students to their programs of instruction is their attendance. As ADA is a factor in the measurement of the success of the school, and as students cannot participate in classroom activities when they are not present, goals will be set for the attendance of students. Attendance will be closely monitored and tracked and action plans developed to meet attendance goals.

SPECIFIC STANDARDS WHICH STUDENTS MUST DEMONSTRATE PROFICIENCY IN AND/OR PROGRESS TOWARD AND TIME FRAMES

Specific proficiency standards and processes used to determine student achievement are addressed in Element 2 of this charter (see the table) and will be achieved in accordance with grade level time-frame state and national standards.

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METHODS TO ENSURE THAT ALL STATEWIDE STANDARDS ARE MET AND STUDENT ASSESSMENTS CONDUCTED

To ensure that all statewide performance standards are met and to ensure continual evidence of student learning, Ingenium Charter School shall conduct testing pursuant to Education Code §47605(c) as well as its own assessment and evaluation processes. Multiple forms of assessment will be used to measure student achievement and progress, tailor programs of instruction, validate and continuously improve teaching methods, gauge the school's performance in comparison to similar schools throughout the state, and provide the metrics for programmatic audits reported to SBE and the California Department of Education (CDE).

Ingenium Charter School will either test with SBE or hire an independent proctor acceptable to SBE.

PROCESS SCHOOL WILL USE TO ENSURE THAT STUDENTS MEET THE STATEWIDE PERFORMANCE STANDARDS AND EVIDENCE OF IMPROVED STUDENT LEARNING

Staff has identified what students should know (California state content standards) and what they should be able to do (performance standards) in all learning areas at critical points in their education (see Element 2). Steps in this process include: reviewing the school's mission, purpose, and expectations, reviewing state and district standards, developing exit outcomes and graduation standards, and listing specific academic outcomes that students will demonstrate in each subject area, grade, or skill level.

Linking standards to curriculum and assessment: Standards, curriculum, and assessment are aligned with each other, with state guidelines, and with the school's educational goals. Professional development includes training in the use of data-driven decision making, and educators review the alignment of assessment and curriculum with the state content standards at least twice a year.

Determining assessments that will actually measure if curriculum has been learned and monitoring progress toward goals: Classroom teachers will measure student progress with bi-weekly assessments designed to measure mastery of the standards taught. Students will track their learning progress as measured by these assessments in their Student Assessment Binders and will adjust their learning action plans based on the assessment results. Teachers will track class wide results on these assessments and post them on classroom bulletin boards; teachers and classes will modify class learning action plans based on the class results. Classes will also measure their mastery of the standards through a combination of digital portfolios, projects, exhibitions, performances, and criterion-referenced assessments. Instruments used appropriately measure important student objectives, reflect the vision of the school, but do not adversely affect the learner. Progress is objectively measured by the annual statewide assessments for each grade (CST, etc.) and by other adopted statewide assessments (CELDT, etc.). Progress is discussed on a regular basis with parents and students no less than twice a year. Additionally, report cards are issued four times a year. Teachers use technology in assessment to monitor student computer skills and help them achieve academic goals. Staff development emphasizes advanced training in use of classroom management applications (e.g., AERIES, e-mail, and classroom spreadsheets) including the ability to use electronic work saved and networked by students to assess student progress toward project benchmarks. To evaluate multi-media presentations and ensure technology-based student

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work is leading to student academic achievement goals, the School's staff will design standardized rubrics.

The staff will:

- Set baseline expectations for incoming students (e.g., information from previous assessments);
- Recommend additional support if needed;
- Administer all assessments, including school, district, and state-required testing (e.g., STAR, proficiency tests, CST);
- Develop evaluative comparisons with similar populations using disaggregated data;
- Set priorities for professional development;
- Assist with the allocation of resources.

BENCHMARKS TO BE MET

The achievement of the charter school will be measured in both growth and absolute measures and will be compared to the achievement of two sets of comparison LAUSD schools.

I. Comparison Schools

The analysis of the charter school's academic performance will include a comparison of the academic achievement of the charter school to the academic achievement of two sets of comparison LAUSD schools:

1. The residence schools the charter school students would have otherwise attended ("Resident Schools"); and
2. LAUSD schools of similar demographic characteristics ("Demographically Similar Schools").

(A) Comparison Resident Schools

"Resident Schools" will be selected by using the charter school students' home addresses to identify LAUSD schools they otherwise would have attended. LAUSD schools most represented at the charter school will be chosen as comparison "resident schools."

(B) Comparison Demographically Similar Schools

"Demographically Similar Schools" will be selected by:

1. Identifying LAUSD schools that are included on the charter school's API "Similar Schools" list;
2. Identifying demographic characteristics at these LAUSD schools that are within 10% of the charter school's demographic characteristics. Demographic characteristics include:

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- a. Ethnicity
 - b. Percentage of ELL students
 - c. Percentage of Special Education Students
 - d. Percentage of students qualifying for free/reduced lunch
3. Schools with the greatest number of demographic matches (within 10%) will be chosen as comparison “demographically similar schools.”

II. Primary Growth Measures

Growth in student achievement is the primary measure that will be used to determine whether the school has been an academic success. The growth of the charter school will be measured annually against the growth of the comparison schools. At the time of renewal, if the charter school has met all of the following benchmarks either in the previous year or in two of the previous three years, the charter school will be considered an academic success:

1. The charter school’s value added for English Language Arts is greater than the median value added for the comparison schools.
2. The charter school’s value added for Math is greater than the median value added for the comparison schools.
3. The charter school’s API growth is 1.25 times the median growth of the comparison schools.
4. The charter school’s API growth for all subgroups is 1.25 times the median growth of the comparison schools.
5. The decrease in percentage points of students scoring Below Basic & Far Below Basic on the CST for ELA is 1.25 times the median decrease for the comparison schools.
6. The decrease in percentage points of students scoring Below Basic & Far Below Basic on the CST for Math is 1.25 times the median decrease for the comparison schools.
7. The increase in percentage points of students scoring Advanced & Proficient on the CST for ELA is 1.25 times the median increase for the comparison schools.
8. The increase in percentage points of students scoring Advanced & Proficient on the CST for Math is 1.25 times the median increase for the comparison schools.
9. The increase in percentage points of students scoring Early Advanced & Advanced on the CELDT is 1.25 times the median increase for the comparison schools.

III. Other Measures

If the charter school fails to meet the primary growth measures, the following measures will be considered to determine whether the school should, nevertheless, be considered an academic success:

1. The charter school’s API score at the time of renewal is greater than the median API score for the comparison schools.

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2. The percentage of charter school students scoring Advanced & Proficient in ELA on the CST is greater than the median percentage for comparison schools.
3. The percentage of charter school students scoring Advanced & Proficient in Math on the CST is greater than the median percentage for comparison schools.
4. The percentage of charter school students scoring Below Basic & Far Below Basic in ELA on the CST is below the median percentage for comparison schools.
5. The percentage of charter school students scoring Below Basic & Far Below Basic in Math on the CST is below the median percentage for comparison schools.
6. The percentage of charter school ELL students redesignated to English proficiency is greater than the median for comparison schools.
7. The school has met its AYP goals and is not in Program Improvement

IV. Annual Self-Study

Applying the measures in II and III above, the charter school will submit to the CDE Charter Schools Division an annual progress report. The CDE Charter Schools Division will review the progress report and provide comments to the charter school within 60 days.

V. Board Discretion

At the time of renewal, the CDE Charter Schools Division will present an analysis of its findings with respect to II and III above, with a recommendation for action. The determination of whether a charter will be renewed will be based upon the requirements of the Education Code and is within the purview of the Board determination.

HOW THE STATE BOARD OF EDUCATION AND THE CHARTER SCHOOL CAN MONITOR PROGRESS IN MEETING STUDENT OUTCOMES

Results on the standardized tests cited in this Element (STAR, CST, CELDT) will be reported in an annual progress report to the CDE Charter Schools Division. The SBE can monitor student progress in meeting student outcomes by reviewing this report.

If Ingenium Charter School is permitted to tap into LAUSD's quarterly assessment program, interim progress reports based on these assessments will be made available to the State Board of Education as well.

PROCESS FOR CONDUCTING STUDENT ASSESSMENTS PURSUANT TO EC60602.5

Ingenium Charter School will administer the CELDT, CST, and other state-mandated assessments as required. It will adhere to the administration protocols specified in the relevant State Department of Education bulletins.

IDENTIFICATION OF THE GRADING POLICY

Progress reports will be sent to the parents of all students four times a year: at the mid-point and end of each semester.

Grading will be by individual teachers in accordance with criteria determined by the school's teaching staff, using the following guidelines:

Subject Marks**Work Habits and Cooperation**

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4—Advanced	E—Excellent
3—Proficient	S—Satisfactory
2—Minimally Proficient	U—Unsatisfactory
1—Not Proficient/Fail	

Marks are subject to review under special circumstances. In all matters relating to marks, Ingenium Charter School will be assiduous in upholding the rights of individuals under all relevant state and federal laws, and will guarantee due process. Pupils will receive letter marks at least twice per semester.

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ELEMENT 4: GOVERNANCE STRUCTURE

PUBLIC OPERATING PRINCIPLES

Ingenium Charter School will be an independent charter. It will be operated by Ingenium Schools, a nonprofit public benefit corporation. Ingenium Schools' by-laws and articles of incorporation are in Appendixes K and L, respectively.

Ingenium Charter School will comply with the Brown Act and Government Code 1090.

Ingenium Charter School and/or its non-profit corporation will be solely responsible for the debts and obligations of the charter school.

Any amendments to the charter school's bylaws or the bylaws of a "parent" nonprofit corporation that affect or impact the charter or school operations must be approved through SBE's petition amendment process.

The Ingenium Schools Board of Trustees meets at least once every two months and more frequently as needed. Meeting agendas are posted at least 72 hours before regular meetings of the Board containing a brief general description of each item of business to be transacted or discussed at the meeting, including items to be discussed in closed session. Agendas specify the time and location of the meetings and are posted in locations that are freely accessible to members of the public (including the Ingenium Charter School site). Agendas are also distributed to any members of the public who request them as well as the CDE Charter Division. Notes and minutes of meetings, including Board actions taken at the meetings, are recorded by a member of the Ingenium Schools staff and reviewed by the Board Secretary prior to distribution to and adoption by the full Board.

PROCESS WHICH ENSURES STAFF, STUDENTS AND OTHER STAKEHOLDER INVOLVEMENT

At Ingenium Charter School, students are workers – and parents are their business partners. Ingenium Charter School staff believes that increased "business partner" involvement translates into increased student achievement. Business partners/parents will sign partnership contracts with students and Ingenium Charter School pledging to:

- Set up conditions at home for students to study.
- Monitor the child's Student Assessment Binder.
- Check homework every night.
- Volunteer a minimum of three hours of service per month, or equivalent, to the school. Service opportunities will include, but not be limited to, assistance in classrooms, tutoring, translating, supervision, communications, facilitation, and clerical support.

Ingenium Charter School will ensure additional staff, parent, and other stakeholder involvement through a Site Council. The Site Council will provide input to the Charter Board through the site Principal on the operations of the school, staff, teachers, and students. It will review and provide input on policies and procedures for expulsions, curriculum, fund-

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raising, and governance ideas for increasing performance. The Site Council will include the elected president of the Parent Association, a representative of the faculty elected by the faculty, an appointed student representative, and the Principal. The Site Council will be empowered to expand its membership should circumstances require additional representation.

There will be numerous additional opportunities for students and parents to participate in the implementation and growth of the school and learn about leadership. Students will be encouraged to help design and assist in the administration of many school programs including the disciplinary process, student recruiting, and all-school meetings.

Teacher involvement will be ensured through the election of a teacher representative to the Site Council.

The Principal, staff, and Board of Trustees will seek community partnerships that will enhance the instructional program and support the vision and goals of Ingenium Charter School.

METHODS BY WHICH THE SCHOOL CONSULTS WITH PARENTS AND TEACHERS REGARDING THE SCHOOL'S EDUCATIONAL PROGRAMS

As part of the process of creating a small learning community where everyone has a sense of ownership and purpose, parent and teacher involvement will be ensured in the following manner.

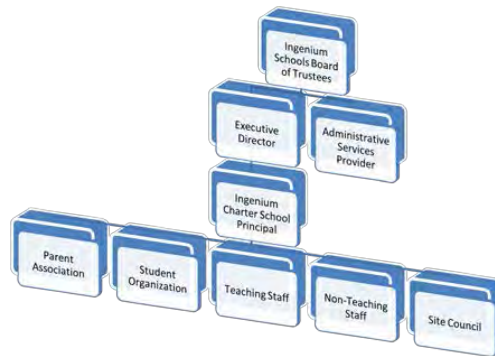
- The Shared Vision development process outlined in chapter 1 of the *Guide to Reinventing Schools* will be used to establish an initial shared vision and then to periodically update it. This process will include:
 - All school staff together including administration, teachers, secretaries, janitors, and all other staff members.
 - All students.
 - The community, embodying parents and the Ingenium Schools Board as well as other community members not directly related to schools.
- The Site Council (see above) will meet monthly at the school to discuss school issues and policies.
- Student-led conferences will be held at least biannually in order to facilitate communication among their business partners (parents), teachers, administration, and students; track the progress of the students; and develop any necessary interventions.
- Parent/guardians will be encouraged to form committees that will plan events and fundraisers, review curriculum and policies, or get involved in other areas of interest consistent with the vision, mission, and policies of the school.

Ingenium Charter School staff will maintain open lines of communication at all times with parents. Beyond meeting with staff at student-led conferences, parents will be advised that teachers will be available for additional conferences as needed.

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DECISION-MAKING PROCESS AND ORGANIZATIONAL CHART

ORGANIZATIONAL CHART



DECISION-MAKING PROCESS

Ingenium Charter School will be an independent charter school operated by Ingenium Schools, a 501(c)(3) nonprofit benefit California Corporation. Ingenium Schools is governed by its independent Board of Trustees. Ultimate responsibility for the governance of the Charter School rests with the Board of Trustees, which hires the Executive Director to implement its vision. The Board is the ultimate governing body and is responsible for major strategic and policy decisions related to the school. It also monitors the school's financial stability. Its responsibilities are detailed in the Governance section below.

The Ingenium Charter School Principal and management team are responsible for the daily administrative operation of the school and are accountable to the Executive Director. The management team:

- Sets general school policies.
- Ensures operation of the school in accordance with the charter and the law.

INGENIUM CHARTER SCHOOL DEVELOPMENT TEAM (FOUNDERS)

Ingenium Charter School's Development Team includes:

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GLENN NOREEN, EXECUTIVE DIRECTOR

Glenn Noreen developed two international charter schools now in operation for SABIS® Educational Systems and was the Vice President - Finance and Operations for Fairmont Private Schools for seven years. He has been a California Award for Performance Excellence (CAPE) Examiner and is a certificated math teacher. He earned his MBA at the Harvard Business School, his Masters in Education at Claremont Graduate University, and his BA in Economics at the University of Washington. He holds a Certificate in School Business Management from California State University – Fullerton.

RICHARD DELORENZO, EDUCATION DIRECTOR

Under Richard DeLorenzo's leadership as Superintendent for 1994 to 2004, Chugach School District made dramatic changes in its approach to education yielding phenomenal results in both academic achievement and transitional skills. Community standards linked with state and national standards, effective instruction, meaningful assessment, and a strong accountability system were at the forefront of this reform effort, which culminated in Chugach becoming the only K-12 district to receive the New American High School Award and one of the first two school districts to receive the highly coveted Malcolm Baldrige National Quality Award.

Mr. DeLorenzo has more than twenty-four years of experience working with high risk youth and students with disabilities of all ages in a wide variety of settings, from urban classrooms of 30 multi-age elementary students to rural school settings of "at-risk" secondary pupils.

Mr. DeLorenzo co-founded the Re-Inventing Schools Coalition (RISC), whose mission is to help other educational systems reinvent themselves so that every child has the opportunity to achieve his or her dreams.

JOSHUA JOHNSON, PRINCIPAL

As a teacher, curriculum & instruction representative, and activities director at Tukun-gailnguq School in Bering Strait School District, Alaska, Joshua Johnson became intimately familiar with the Reinventing Schools Model. He then became an RSM trainer for the district before serving as assistant principal at Unalakleet School. He was an Action Planning Team Leader for the district's Strategic Planning Team. Mr. Johnson prepared and delivered RSM professional development programs on assessing, leveling, and instructing students based on data to state and district staffs. He is particularly accomplished at deploying the RSM in classrooms and schools.

Mr. Johnson earned his Master of Education in Administration at Concordia University. He holds Washington and Alaska administrative credentials as well as Alaska and Washington State 4-12 Earth Science teaching credentials.

WENDY BATTINO, DEVELOPMENT DIRECTOR

Wendy Battino authored the first Malcolm Baldrige Award-winning application in education for the Chugach School District. Other accomplishments include co-authoring the Guide to Re-Inventing Schools and international presentations on continuous improvement.

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She continues her work with organizations around the globe focusing on reinventing schools based on the RISC Model.

Ms. Battino has been integral in the initial development of the Re-Inventing Schools Model through her grassroots efforts in teambuilding and continuous improvement. She has accomplished numerous milestones as a result of her commitment to do the right thing for students, staff, and communities.

Ms. Battino began her formal educational career working with students who did not fit in the traditional system. She soon realized that a focus on innovations was imperative to meeting the needs of all students. Through this recognition she began a journey to improve schools systems across all boundaries. Experience at the classroom, school and district levels provided Ms. Battino with an extensive background in standards-based instruction and assessment, school improvement planning, and curriculum design.

Ms. Battino is currently the Executive Director of the Re-Inventing Schools Coalition (RISC), whose mission is to help other educational systems reinvent themselves so that every child has the opportunity to achieve his or her dreams.

RICK SCHREIBER, EDUCATION SPECIALIST

Rick Schreiber studies outstanding performance systems in education. Believing passionately in the need to create schools that meet the needs of all children, Mr. Schreiber knows firsthand that helping students to develop an enthusiasm for learning and to reach their full potential is possible for all. Indeed, he has been integral in creating a successful performance system using input from schools, communities, and businesses and allowing all students to meet with success and take ownership of their educational careers in the development of the Re-Inventing Schools Model.

Mr. Schreiber has accomplished exceptional results with his extensive background in standards-based instruction and assessment, school improvement planning, and curriculum design at the classroom, school, and organizational levels. He incorporates best practices from research to develop systems of excellence, which meet the individual needs of students. Providing numerous organizations training in effective research-based systemic approaches that can be sustained over time and focusing on continuous improvement lies at the heart of his work.

Mr. Schreiber is the author of the Guide to Re-Inventing Schools as well as the co-author of the first Malcolm Baldrige Award-winning application in education for the Chugach School District. He conducts international presentations and trainings on continuous improvement in education with organizations around the globe focusing on reinventing schools based on the RISC Model.

Mr. Schreiber is currently the Director of Operations for the Re-Inventing Schools Coalition (RISC), whose charge is to help educational systems reinvent themselves in order to provide educational excellence to all students.

RICK HOLT, EDUCATION SPECIALIST

From 1995 to 2006, Rick Holt worked for the Bering Strait School District as both a teacher and teacher trainer helping the district adopt and successfully implement the Re-Inventing Schools Model. Mr. Holt was instrumental in providing implementation support

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through the creation and deployment of professional development, engaging staff members in processes and strategies increasing the quality of instruction, increasing the use of continuous improvement tools, fostering online collaborative environments, and creating innovative data analysis techniques.

Mr. Holt continues to pursue systemic change through the Re-Inventing Schools Coalition as an Education Specialist where he provides support to a variety of districts interested in pursuing systemic change.

GOVERNANCE

Ingenium Charter School will be governed by the Ingenium Schools Board of Trustees. The Board will engage an Executive Director, who will engage a Principal to run the day-to-day operations of the school.

The Ingenium Schools Board has five members. Board members are appointed to renewable staggered three-year terms. The Board of Trustees is composed of individuals of high moral character who are leaders in the school's community and who have evidenced sincere concern for the welfare of children and for the improvement of education. The members of the Board of Trustees reflect the diversity of cultural, academic, and professional expertise that is essential for fulfilling the school's unique mission. The Board has received Brown Act training.

BOARD MEETINGS*Meeting Frequency*

The Ingenium Schools Board of Trustees meets at least once every two months and more frequently as needed, for example during the school start-up period. Ingenium will provide facsimile notice to the CDE Charter Schools Division of all meetings that must be noticed pursuant to the Brown Act.

Notices and Agendas

Any person may request that a copy of the agenda, or a copy of all the documents constituting the agenda packet, of any meeting of the Ingenium Schools Board of Trustees be mailed to that person. If requested, the agenda and documents in the agenda packet shall be made available in appropriate alternative formats to persons with a disability, as required by Section 202 of the Americans with Disabilities Act of 1990 (42 U.S.C. Sec. 12132), and the federal rules and regulations adopted in implementation thereof. Upon receipt of the written request, the legislative body or its designee shall cause the requested materials to be mailed at the time the agenda is posted pursuant to Section 54954.2 and 54956 or upon distribution to all, or a majority of all, of the members of a legislative body, whichever occurs first.

Any request for mailed copies of agendas or agenda packets shall be valid for the calendar year in which it is filed, and must be renewed following January 1 of each year. The Ingenium Schools Board of Trustees may establish a fee for mailing the agenda or agenda packet, which fee shall not exceed the cost of providing the service. Failure of the requesting person to receive the agenda or agenda packet pursuant to this section shall not constitute grounds for invalidation of the actions of the Ingenium Schools Board of Trustees taken at the meeting for which the agenda or agenda packet was not received.

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At least 72 hours before a regular meeting, the Ingenium Schools Board of Trustees, or its designee, shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting, including items to be discussed in closed session. The agenda shall specify the time and location of the regular meeting and shall be posted at the Carson Community Center at 801 East Carson Street, Carson, CA 90745. The agendas will also be posted in three additional public locations such as churches and the local public library. Minutes and agendas will be made available on campus and on the school's web page as minutes are approved. Meeting notices and agendas will be posted at the entrance of the school when the school building is occupied. If requested, the agenda shall be made available in appropriate alternative formats to persons with a disability, as required by Section 202 of the Americans with Disabilities Act of 1990 (42 U.S.C. Sec. 12132), and the federal rules and regulations adopted in implementation thereof. The agenda shall include information regarding how, to whom, and when a request for disability-related modification or accommodation, including auxiliary aids or services may be made by a person with a disability who requires a modification or accommodation in order to participate in the public meeting.

No action or discussion shall be undertaken on any item not appearing on the posted agenda, except that members of the Ingenium Schools Board of Trustees or its staff may briefly respond to statements made or questions posed by persons exercising their public testimony rights under Section 54954.3. In addition, on their own initiative or in response to questions posed by the public, a member of the Ingenium Schools Board of Trustees or its staff may ask a question for clarification, make a brief announcement, or make a brief report on his or her own activities. Furthermore, a member of the Ingenium Schools Board of Trustees, or the body itself, subject to rules or procedures of the Ingenium Schools Board of Trustees, may provide a reference to staff or other resources for factual information, request staff to report back to the body at a subsequent meeting concerning any matter, or take action to direct staff to place a matter of business on a future agenda.

Recording Board Actions

The Board Secretary will take minutes of each meeting, to include actions taken by the Ingenium Schools Board of Trustees. The draft minutes will be distributed in the agenda packet mailed out prior to each meeting and the draft minutes will be voted on in the next meeting.

BOARD MEMBERSHIP

New members of the Board are selected by current Board members. The selection process for new Board members includes review of candidates' curricula vitae, contact with their references, and a personal interview. All members must commit the necessary time and energy to ensure smooth operation of the Board.

Current board members and board candidates include the following individuals:

- **Skip Zeiler** is the Executive Director of Viaspace Inc. and a past Chairman of the California Council for Excellence. He is also a career Naval officer. He won California's "Best in State" CAPE award (the California equivalent to the Baldrige Award) while Group Vice President of Porex Corporation/KippGroup.

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- **Tom Harkenrider** is Soka University of America's Chief of Operations. He previously served in a consulting capacity as Soka's Campus Design and Operations Advisor for its \$300 million construction project.
- **David Bhattacharyya** is an equity research associate at the Capital Group. He assists two portfolio managers and one Equity Analyst in managing over \$3 billion in investments for institutional clients. He previously worked as a financial analyst for Analysis Group, a litigation consulting firm, on securities litigation cases. David is a participant in the Riordan Leadership Development Program (RVLDP), whose mission is to "to educate and train young professionals for life-long service in the governance of non-profit organizations.
- **Joan Sabree Faqir** has been a fifth grade teacher at Shirley Avenue Elementary School in LAUSD for sixteen years. She specializes in literacy, English Language Development, Multicultural Education and the Social Sciences. Ms. Faqir also instructs in the LAUSD Intern Program and BTSA. Previously, Ms. Faqir served as Principal of MuMin Academy in Oklahoma City, Oklahoma for six years and served as the Center for Advanced Learning's Executive Director during its inaugural year.
- **Annie Winston** is the author of the acclaimed Admiral Wright's Heroical Storicals series of books: Daniel Boone and The Battle of Boonesborough; Harriet Tubman and The Underground Railroad (publish date, fall 2008); and The TrollMates: An Unforgettable Adventure (publish date, spring 2009). She has directed the sales and marketing of the Heroical Storicals series, selling over 25,000 books (book one) via elementary school author talks, bookstore signings, and special events. She is a featured speaker with the Wonder of Reading program. Ms. Winston was an ESL teacher at Tewinkle Elementary School in the Newport Mesa School District for 14 years.

Tom Harkenrider is currently the board Chairman, Skip Zeiler is the Secretary, and David Bhattacharyya has agreed to serve as Treasurer.

All Board members will have received Brown Act training by January 31, 2009 and Brown Act instructions are contained in each Board member's Board Notebook.

The Board provides leadership for the project in the community; participates in school development activities; and promotes awareness of the School's education programs among local families, civic and political leaders, and the media. The Board of Trustees has controlling legal power and responsibility for the School. Specifically the Board will:

- Oversee the academic and social effectiveness of the School.
- Engage parents and the broader community in support of the School.
- Ensure compliance with applicable legal requirements.
- Approve the Schools' mission and objectives.
- Review and maintain bylaws, and establish policies and plans consistent with the mission.

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- Be accountable for the financial well-being of the school, including capital assets, fund-raising, and endowment.
- Maintain full and accurate records of Board meetings, committees, and policies.
- Work to ensure that all Board members are actively involved in the work of the board and its committees.
- Develop itself through new trustee orientation, ongoing education, and leadership succession planning.
- Assure compliance with applicable laws and regulations and minimizes exposure to legal action.

The responsibilities of the Board officers are as follows:

CHAIR

- Preside at all meetings of Board.
- Sign acts necessary to carry out state requirements and the will of the Board.
- Establish Board committees.
- Call emergency meetings of the Board, as necessary.
- Enforce parliamentary procedures.
- Communicate Board policy to the management organization.

VICE-CHAIR

- Attend all meetings, acting as support for the Chair.
- Serve in the capacity of the Chair in the latter's absence.

SECRETARY

- Ensure Board meeting minutes are recorded and distributed.
- Publicly advertise meetings, in accordance with state regulations.
- Oversee, announce, and record all motions and voting results.

TREASURER

- Oversee financial policy issues.

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- Consult with management organization on all financial matters.

FINANCE COMMITTEE

A Finance Committee will be formed to:

- Monitor and report on the business operations of the school including reviewing financial reports and statements, providing primary contact with the auditing firm, reporting on the status of the school's financials to the full Board and the broader school community.
- Ensure compliance with key measures of accountability plan.

ASSURANCES THAT SCHOOL WILL COMPLY WITH ALL LAWS RELATING TO PUBLIC AGENCIES IN GENERAL, ALL FEDERAL LAWS AND REGULATIONS AND STATE CODES

Ingenium Charter School will comply with the Brown Act and Government Code 1090.

Ingenium Charter School and/or its non-profit corporation will be solely responsible for the debts and obligations of the charter school.

Any amendments to the charter school's bylaws, or the bylaws of a "parent" nonprofit corporation, that affect or impact the charter or school operations must be approved through SBE's petition amendment process.

Ingenium Schools shall be solely responsible for the legal obligations of Ingenium Charter School. The Ingenium Schools Board of Trustees agrees to adhere to all state and federal laws or regulations governing non-profit corporations.

Ingenium Schools will comply with all laws relating to public agencies in general, and all federal laws and regulations and state codes as it pertains to charter schools.

Members of the Charter School's executive board, any administrators, managers or employees, and any other committees of the School shall comply with federal and state laws, nonprofit integrity standards and SBE's Charter School policies and regulations regarding ethics and conflicts of interest.

ASSURANCES

Ingenium Schools declares the following assurances. Ingenium Charter School will:

- 1) Be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. California Education Code §47605(d)(1)]
- 2) Not charge tuition. [Ref. California Education Code §47605(d)(1)]
- 3) Not discriminate against any student on the basis of the characteristics listed in Education Code Section 220 (actual or perceived 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 or association with an

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individual who has any of the aforementioned characteristics). [Ref. California Education Code §47605(d)(1)]

- 4) Not enroll students over 19 years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements. Pupils should not be more than 22 years of age.
- 5) Not require any child to attend a charter school or any employee to work at a charter school.

SBE CHARTER POLICY

Ingenium Charter School will comply with SBE policy for charter schools, as it may change from time to time.

COMPLIANCE WITH ETHICS AND CONFLICTS OF INTEREST POLICIES AND REGULATIONS

Members of the Charter School's executive board, any administrators, managers or employees, and any other committees of the School shall comply with federal and state laws, nonprofit integrity standards and SBE's Charter School policies and regulations regarding ethics and conflicts of interest.

GRIEVANCE PROCEDURE FOR PARENTS AND STUDENTS

Ingenium Charter School will 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 Ingenium Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Ingenium Charter School will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

Ingenium Charter School will adopt and publish grievance 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.

Ingenium Charter School will implement specific and continuing steps to notify 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 the recipient, that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner.

RESPONDING TO INQUIRIES

Ingenium Charter School shall promptly respond to all inquiries, including but not limited to, inquiries regarding financial records, from SBE and shall consult with SBE regarding any inquiries. Ingenium Charter School acknowledges that it is subject to audit by SBE including, without limitation, audit by the CDE Office of the Inspector General.

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PUBLIC LAWS

Ingenium Charter School agrees to comply with all laws that apply to public agencies.

NOTIFICATIONS

Notification is to be made to the CDE Charter Schools Division of any notices of work-place hazards, investigations by outside regulatory agencies, lawsuits, or other formal complaints, within one week of receipt of such notices by Ingenium Charter School.

AUDIT AND INSPECTION OF RECORDS

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

Ingenium Charter School is subject to SBE oversight.

SBE's statutory oversight responsibility continues throughout the life of the Charter and requires that it, among other things, monitor the fiscal condition of the Charter School.

SBE is authorized to revoke this charter for, among other reasons, the failure of the Charter School to meet generally accepted accounting principles or if it engages in fiscal mismanagement.

Accordingly, SBE hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the CDE 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 school financial information,
- The school's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- The school's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

The Charter School shall cooperate fully with such audits and 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, SBE may conduct the audit upon 24 hours notice.

In addition, if an allegation of waste, fraud or abuse related to the Charter School operations is received by SBE, the Charter School shall be expected to cooperate with any investigation undertaken by the Office of the Inspector General, Investigations Unit.

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ELEMENT 5: EMPLOYEE QUALIFICATIONS

All requirements for employment set forth in applicable provisions of law will be met, including compliance with NCLB.

Ingenium Charter School will conform to the legal requirement that all charter school teachers shall hold a current Commission on Teacher Credentialing (CTC) certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. Updated CDE and CTE interpretations of requirements will be monitored and followed.

The school will maintain current documentation of teacher credentials and this documentation will be readily available for inspection.

The school will minimize the use of teachers holding emergency permits by beginning its recruitment activities early (in January 2010) and by maintaining a list of qualified credentialed teacher candidates available should vacancies occur.

Should a qualified candidate not hold a California teaching credential, that employee must have, at a minimum, 18 semester units or 27 quarter units in a subject they wish to teach. If hired, the candidate will apply for an intern credential and must enroll in a credentialing program.

As noted in the section regarding Education Code §47605(b)(5)(E), all teachers shall hold the training and credentials appropriate to their placement and will be hired based on their capacity to deliver Ingenium Charter School's instructional and curricular program.

PROCESS FOR STAFF SELECTION

The Board will select the Executive Director who will select the Principal, who in turn will engage all other staff. Deadlines for submitting applications will be established and publicly advertised. The hiring authority will be responsible for ensuring that effected members of the community have the opportunity to comment on candidates and, where appropriate, interview them. The hiring authorities will make the final staff selections, contingent on Board approval.

JOB DESCRIPTIONS FOR POSITIONS

All personnel will have objectives, knowledge, skills, motivation and share a common belief system that supports the mission and goals of the school.

All staff will be subject to background checks, conducted in a manner consistent with the law, prior to hiring.

All staff must meet and maintain the behavior established in the Charter School's Code of Ethics.

Qualifications shall be sufficient to ensure the health and safety of the School's faculty, staff, and pupils.

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BELIEFS AND ATTITUDES (ALL PERSONNEL)

- Commitment to use RSM systems and tools and to the RSM program of the school.
- Create and maintain personal Professional Assessment Binders in order to continually improve their performance and well as to model use of the RSM to students.
- Unshakable belief that children from under-resourced communities can reach the highest academic levels.
- Persistence and resourcefulness in overcoming obstacles to solve problems.
- Acceptance of personal responsibility for the educational results of the school.
- Flexibility and willingness to embrace change.
- High personal ethical standards.
- Comfort with smart, highly skilled, assertive staff members.
- Sense of humor, can make work playful.
- Lifetime interest in how people learn and on one's own personal development.

POSITIONS CONSIDERED KEY IN EACH CATEGORY

The key administrative positions are the Executive Director and the Principal. The key instructional positions are the teachers. The key non-instructional support position is the Office Manager. Additional qualifications expected of these individuals are detailed below.

EXECUTIVE DIRECTOR

Position Summary

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

Reports to: Board of Directors.

Objectives: Win progressively higher quality awards each year. California Award for Performance Excellence; California Challenge Award; California Prospector™ Award; Eureka

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Award for Performance Excellence™. Win the Malcolm Baldrige National Quality Award the sixth year of operations.

Responsibilities:

- Lead district-level Baldrige/RSM program development and the organization's program for winning quality awards.
- Develop school support systems and processes, including Student Information System and assessment systems shared across multiple charter schools.
- Fundraising, facilities development, and financial management of the corporation, including the development and implementation of the annual budget.
- Provide information, advice, and counsel to the Chairman of the Board, Board Committees, and the Board of Directors in the creation of policies, programs, and strategic direction of the corporation. Support Board of Directors activities, including staffing for all Board and Committee meetings, meeting schedules, locations, development of agenda, and meeting materials.
- With the assistance of the Principal, administration of overall operation of the school, including: reviewing and evaluating the results of program activities; ensuring that continuing contractual obligations are being fulfilled; allocating resources for greater program effectiveness and efficiency; and developing organizational and administrative policies and program objectives for Board consideration.
- Manage the hiring process of the Ingenium Principal and subsequent support and supervision of the Principal.
- Liaison with other organizations, such as the LAUSD, SBE, and CDE.

PRINCIPAL

Position Summary

The Principal reports to the Executive Director. The Principal is responsible for the school environment and student performance. The Principal is responsible for providing the operational, administrative, and instructional leadership necessary to ensure the success of the school, including the academic success of the School's students. He or she organizes, administers, supervises, and evaluates all aspects of the School. The principal is also the Baldrige program leader and will be held accountable for the continuous improvement of the school and its staff.

Objectives

- Ensure at least 70% of students in the school make at least one grade level improvement in academic performance in all subjects each year.
- Successfully implement the educational program.

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Responsibilities

The principal is responsible for planning improvements that directly address instruction, financial management, and customer satisfaction. The principal's responsibilities are listed below.

The principal as the Baldrige program leader will:

- Develop a plan for achieving the school's vision within the context of the Baldrige Criteria and the RSM.
- Train staff in elements of the RSM.
- Lead the school's application process for progressively higher California Awards for Performance Excellence and, ultimately, the Baldrige Award.
- Maintain a School Assessment Binder that will set, with the assistance of teachers, school-wide learning goals and action plans and track school-wide learning progress. Modify school-wide action plans to reflect learning progress.
- Lead the school's WASC application process during the first year of operation.
- Continually monitor progress on all measures of school and staff performance.
- Complete and publicly present an annual school progress report to Ingenium Schools Board of Trustees, California State Board of Education, and the school community.

The Principal as academic leader will:

- Administer the academic policies determined by the Ingenium Board of Trustees and Executive Director and the applicable local, state, and federal regulations.
- Provide leadership, direction, and support in the formulation, implementation, and annual adjustment of the school's instructional program plans.
- Set standards for student achievement.
- Ensure the implementation of the high standards, research-based curricula, and RSM systems and tools in all classrooms of the school. Ensure all students and teachers are using Assessment Binders.
- Provide instructional leadership in advancing proven teaching and learning practices.

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- Select instructional staff with the knowledge, skills, and beliefs to ensure each child reaches high levels of academic achievement, in accordance with the standards and processes.
- Supervise and evaluate instructional staff to ensure quality instruction and student achievement.
- Observe, and ensure that teachers observe, instruction regularly.
- Recommend, support, and monitor the instructional staff professional development program to improve student achievement and continuously improve instruction.
- Monitor (and ensure that teachers monitor) student growth and achievement.
- Lead a school-wide process of staff analysis of student assessment data to plan improvements in the educational program.
- Support the development of a network of student support systems.
- Ensure that continuous improvement addresses the achievement of all students and is guided by student academic standards, school performance standards, and concrete data from school, state, and local assessments.
- Oversee compliance in testing, admissions, special education, and other instructional areas.
- Deal with discipline issues, including entering discipline information into AERIES.

The principal as the site-based manager will:

- Develop (with the Executive Director) and manage the school budget.
- Supervise all operations involving the management of the school, including school funds, district funds, payroll, purchases, inventories, and office operations.
- Maintain complete and accurate records of the entire school program.
- Manage the student recruitment and enrollment process.
- Recruit, select, and hire school staff, including school-based support staff and (in collaboration with the academic director) instructional staff.

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- Issue reports to the Board of Trustees and to any affiliated private entity on the progress of students in the school and on matters of school operations as requested.
- Administer the school policies determined by Ingenium Schools Board of Trustees and Executive Director as well as the applicable local, state, and federal regulations.
- Ensure compliance with federal, state and local regulations and policies.
- Establish and maintain a close working relationship with the California Department of Education Charter Division, as appropriate, along with the Executive Director.

The principal as the builder of the school culture will:

- Build an effort-based school culture of high expectations for all students throughout the school community.
- Communicate the vision that supports the school's goals and articulate and model the school's values.
- Engage the active support of parents and community members in support of the education of the students in the school.
- Provide leadership to the school leadership team.
- Seek feedback on the progress of the school.
- Serve as a spokesperson for the school in the community and elsewhere.
- Create an effective team of people jointly responsible for attainment of school goals and committed to achieving excellence.
- Engage parents and community in planning and implementing programs, including community use of the school site.
- Manage and facilitate group planning and program-solving sessions.
- Build on the strengths of staff and recognize improvement.
- Support and monitor the development of non-instructional staff and implementation of non-instructional program improvements.
- Ensure a safe and orderly environment.

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- Direct the enforcement of school policies and rules of student conduct, including decisions regarding the suspension or expulsion of students from the school.

Special Skills/Experience Required:

- A Master's degree in education, state certification, and at least two years of educational administrative experience in addition to strong communication, managerial, and computer skills.
- Knowledge of quality systems and experience in applying them in an educational setting.
- Experience implementing high academic standards and curricula in an educational setting, preferably in an urban setting.
- Capacity to build a school culture which mobilizes the efforts of students, staff, and parents to achieve the mission of all students achieving at high levels.
- Knowledge of effective practices motivating students to adhere to high standards of conduct.
- Knowledge of urban children and their families, especially of those from the dominant cultural groups represented in the school's student population.
- Capacity to facilitate groups to plan and make decisions.
- Capacity to build relationships which foster the development of staff.
- Capacity to analyze data on student learning to identify needs for improvement in instruction.
- Capacity to observe, evaluate and select effective teaching and teachers.
- Skill in oral and written communications.
- Ability to manage multiple tasks simultaneously while prioritizing projects and assignments.
- Experience working under time pressure and maintaining a positive work environment

TEACHER

Reports to: Principal

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Qualifications: A Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. NCLB qualified for the position held.

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

Responsibilities

- Design, implement, and monitor the learning experiences of each student and class.
- Ensure all students maintain Student Assessment Binders.
- Work collaboratively with each other, students, parents, and community partners and communicate regularly with parents.
- Establish challenging goals or targets for improvement of individual and overall student academic performance. These goals will be a combination of absolute measures and measures of progress.
- Maintain Classroom Assessment Binders to set class learning goals and action plans and track class learning progress.
- Review class performance with students and modify class learning plans based on class performance and student input.
- Analyze data from assessments of student work in their teams to determine which teaching strategies need to be expanded and which need to be replaced by more effective ones.
- Other duties as assigned.

Knowledge and Skills

- Experience implementing high academic standards and curricula in an educational setting.
- Capacity to teach in a school that mobilizes students to achieve at high levels.
- Knowledge of effective practices motivating students to adhere to high standards of conduct.
- Knowledge of urban children and their families, especially of those from the dominant cultural groups represented in the school's student population.

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- Capacity to analyze data on student learning to identify needs for improvement in instruction.
- Skill in oral and written communications.
- Capacity to work as an effective team member.

OFFICE MANAGER

Reports to: Principal

Qualifications: Bachelor's degree (B. A.) from four-year college or university; or one to two years' related experience and/or training; or equivalent combination of education and experience.

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

- Prepares and communicates reports.
- Tracks the NCLB qualifications of teachers using the EdTec NCLB qualification form and maintains personnel records.
- Reads and routes incoming mail. Locates and attaches appropriate file to correspondence to be answered by employer.
- Composes and types routine correspondence.
- Organizes and maintains file system, and files correspondence and other records.
- Answers and screens manager's telephone calls, and arranges conference calls.
- Coordinates manager's schedule and makes appointments.
- Greets scheduled visitors and conducts to appropriate area or person.
- Arranges and coordinates travel schedules and reservations.
- Conducts research, and compiles and types statistical reports.
- Coordinates and arranges meetings, prepares agendas, reserves and prepares facilities, and records and transcribes minutes of meetings.
- Makes copies of correspondence or other printed materials.

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- Prepares outgoing mail and correspondence, including e-mail and faxes.
- Orders and maintains supplies, and arranges for equipment maintenance.

Knowledge and Skills:

- Ability to read, analyze and interpret general business periodicals, professional journals, technical procedures, or governmental regulations.
- Additionally the ability to write reports, business correspondence, and procedure manuals.
- The verbal skills to effectively present information and respond to questions from groups of managers, clients, customers, and the general public.
- Calculate figures and amounts such as discounts, interest, and percentages.
- Ability to independently solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists.
- Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.
- Word processing, Spreadsheets, Internet software, E-mail.

CREDENTIALS, REQUIREMENTS AND QUALIFICATIONS OF STAFF

All professional staff (administrators and teachers) will be required to have state certification appropriate to their positions, or meet the minimum requirements for licensure as defined by the state board of education. All staff will be asked to submit evidence during the application process. All school staff will be required to undergo a criminal background check and fingerprinting through the local police department prior to hiring.

SALARIES AND BENEFITS FOR ALL EMPLOYEES

The starting salary schedule for employees is shown on the table below. All employees will be offered health benefits, to which Ingenium Charter School will contribute \$400/employee/month.

Executive Director	\$108,000
Principal	\$96,000
Assistant Principal	\$70,000
Counselor	\$55,000
Resource Teacher	\$50,000
Classroom Teachers	\$45,000 (average)
Office Manager	\$35,000

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IDENTIFICATION OF THE ROLES AND FUNCTIONS OF STAFF MEMBERS

The roles and functions of staff are detailed in the job descriptions above. Staff expectations are further delineated in Appendix D, Personnel Handbook, and Appendix E, Employment Agreement.

EMPLOYEE HIRING AND EVALUATION**RESPONSIBILITY FOR EVALUATING EMPLOYEES**

The Principal will set goals with and enforce Ingenium Charter School teacher expectations. The Principal will complete evaluations.

CRITERIA AND PROCEDURES USED IN EVALUATIONS*Teachers*

All teachers will prepare Classroom Assessment Binders and Classroom Success Plans for each class as well as Teacher Assessment Binders and Teacher Success Plans. The Principal will review Classroom and Teacher Assessment Binders and Success Plans at least quarterly. Teacher evaluations will include scores on the maintenance of these documents and classroom results, including value added student achievement.

In addition, the Principal will observe teachers at least three times a year and evaluate them on these five categories and their underlying Teacher Performance Expectations (TPE):

Making Subject Matter Comprehensible to Students

TPE 1 – Specific Pedagogical Skills for Subject Matter Instruction

Assessing Student Learning

TPE 2 – Monitoring Students Learning During Instruction

TPE 3 – Interpretation and Use of Assessment

Engagement and Supporting Students in Learning

TPE 4 – Making Content Accessible

TPE 5 – Student Engagement

TPE 6 – Developmentally-appropriate Teaching Practices

TPE 7 – Teaching English Learners

Planning Instruction and Designing Learning Experiences for Students

TPE 8 – Learning About Students

TPE 9 – Instructional Planning

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Creating and Maintaining Effective Environments for Student Learning

TPE 10 – Instructional Time

TPE 11 – Social Environment

Developing as a Professional Educator

TPE 12 – Professional, Legal and Ethical Obligations

TPE 13 – Professional Growth

Other Staff

The Executive Director is evaluated by the Board of Trustees.

The Principal is evaluated by the Executive Director. The Principal will develop and maintain a School Assessment Binder that will form the basis for Principal evaluations.

All staff other than teachers and Principal report to and are evaluated by the Principal, who will set goals with them and evaluate them on their performance and on the extent to which they achieved their goals.

HOW HIRING DECISIONS ARE MADE

The Board will select the Executive Director, who will select the Principal. The Principal will select other staff members. Deadlines for submitting applications will be established and publicly advertised. The hiring authority will be responsible for ensuring that effected members of the community have the opportunity to comment on candidates and, where appropriate, interview them. The hiring authorities will make the final staff selections, but all hiring decisions must be ratified by the Board of Trustees.

MEASURES OF ASSESSMENT OF PERFORMANCE

Ingenium Schools Board of Trustees will annually set performance goals with the Executive Director and review the performance at the end of the school year. The Executive Director and Principal, in turn, will set performance goals and evaluate other staff members.

The measures of the Executive Director will include:

- CAPE and Baldrige Award scores.
- Financial performance of the school.
- Relationship of the school with the charter authorizer and other elements of the community.

The measures of the Principal will include:

- CAPE and Baldrige Award scores.
- Student turnover.
- Parent satisfaction.

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- Student performance.
- Student enthusiasm for learning.
- API and AYP results.
- Teacher renewals.

PROCEDURE TO BE USED FOR ADEQUATE BACKGROUND CHECKS

All faculty and staff will undergo a criminal background check and fingerprinting, to be conducted by the local police department or an outside vendor, as well as a child abuse registry check. The applicants will be required to provide a full disclosure statement regarding prior criminal records. All staff will be required to produce documents for U.S. employment authorization, and to follow all mandated child abuse reporting laws.

Employees and contractors of the school will be required to submit to a criminal background check and furnish a criminal record summary as required by Education Code §44237 and 45125.1. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Executive Director will monitor compliance with this policy and report to Ingenium Schools Board of Trustees on a quarterly basis. The Board President will monitor the fingerprinting and background clearance of the Executive Director. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

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ELEMENT 6: ENSURING HEALTH AND SAFETY

SCHOOL WILL MEET THE REQUIREMENTS THAT EACH EMPLOYEE OF THE SCHOOL FURNISH CRIMINAL RECORD SUMMARY AS REQUIRED IN EC44237

Ingenium Charter School shall comply with the provisions and procedures of Education Code §44237, including the requirement that as a condition of employment each new employee must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. No employee shall be permitted to commence work at Ingenium Charter School until clearance has been obtained from the Department of Justice. Policies and procedures for issues such as fires, earthquakes, compliance with health and safety laws and other emergency responses are included in the Safety Plan (Appendix F).

Ingenium Charter School shall adopt and implement a comprehensive set of health, safety and risk management policies that will address, at a minimum, the following:

- Policies and procedures for responses to disasters and emergencies including fires and earthquakes;
- Policies relating to blood-borne pathogens;
- A policy requiring that instructional and administrative staff to receive training in emergency response, including first aid, first responder training or its equivalent;
- Compliance with all health and safety laws and regulations that apply to non-charter public schools, including those regarding auxiliary services (food services, transportation, custodial services, hazardous materials, etc.) and those required by Ingenium Charter School, OSHA, the California Health and Safety Code, and the EPA;
- Policies relating to the administration of prescription drugs and other medicines; and
- A policy establishing Ingenium Charter School as a drug, alcohol, and tobacco free workplace.

In addition, all faculty members will be required to attend an annual blood borne pathogen presentation.

All classified candidates will be required to read, read, sign and comply with a document similar to LAUSD Legal Requirements, Policies, and Rules for Classified Employees.

All employees will be required to read, read, sign and comply with a document similar to the LAUSD Employee Code of Ethics and an acceptable internet use policy.

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Among the many health and safety laws that will be followed is the Healthy Schools Act – California Education Code §17608, which details pest management requirements for schools.

HOW THE SCHOOL WILL ENSURE THAT ITS FACILITIES ARE SAFE

The preferred site for the school is 1717 E. Carson Street, Carson, CA 90745.

The Schools' facilities will comply with state building codes, federal American with Disabilities Act (ADA) access requirements, and other applicable fire, health, and structural safety requirements. Ingenium Charter School will maintain on file readily accessible records documenting such compliance.

Ingenium Charter School will obtain property insurance coverage for the site. The site will comply with Uniform Building Codes, federal American with Disabilities Act (ADA) access requirements, and any other applicable fire, health, and structural safety requirements, and will maintain on file readily accessible records documenting such compliance. Ingenium Charter School will provide SBE with a Certificate of Occupancy issued by the City of Carson Department of Building and Safety no later than 45 days prior to the opening of the school. Ingenium Charter School will not occupy a site before the site has been identified by the local government agency as complying with California building code standards for the operation of a school.

An appropriate safety plan has already been developed (see Appendix F). Ingenium Charter School will have active safety plans on file as required by California Ed Code. The safety plan will be kept on file for review and the school staff will be trained annually on the safety procedures outlined in the plan.

Ingenium Charter School will hire its own contractors and the appropriate resources necessary in order to perform the maintenance and operations functions required at its facility.

Any site will be maintained in a manner that will minimize the risk of physical injury to students.

The school will not allow any employee or contractor to provide service to or engage with students in anyway unless the employee or contractor has first passed a background check and tb test.

HOW THE SCHOOL WILL ENSURE THAT ITS AUXILIARY SERVICES ARE SAFE (FOOD SERVICES, TRANSPORTATION, CUSTODIAL SERVICES, HAZARDOUS MATERIALS)

Ingenium Charter School will contract with a bonded third party to provide food service.

The school will maintain a list of locally stored hazardous materials and has prepared a safety plan (see Appendix F: Safety Plan). The school will also request periodic safety inspections from its insurer. See also Appendix J: Maintenance and Operations Plan. The school will comply with AHERA regulations.

ROLE OF STAFF AS MANDATED OR NON-MANDATED CHILD ABUSE REPORTERS

Ingenium Charter School administrators and employees are responsible for complying with the Child Abuse and Neglect Reporting Act, California Penal Code Sections 11165.7, 11165.8, and 11166.

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TB AND IMMUNIZATION REQUIREMENTS

Records of student immunizations shall be required for attendance and maintained, and staff shall follow requirements for periodic TB tests using the Mantoux tuberculosis test as described in EC §49406.

All pupils will be required to be immunized as a condition of school attendance to the same extent as would apply if the pupils attended a non-charter public school.

MEDICAL SCREENINGS AND ADMINISTRATION OF MEDICATIONS

The following screenings will be administered to all students in the specified grades:

- Vision: kindergarten, first, second, and fifth grades.
- Audiogram: kindergarten, second, and fifth grades.
- CHDP: first grade.

Administration of medications and related protocols will be included in the school's office procedures manual.

INSURANCE REQUIREMENTS

No coverage shall be provided to the charter school by SBE under any of SBE's self-insured programs or commercial insurance policies. Ingenium Charter School shall secure and maintain, as a minimum, insurance as set forth below with insurance companies acceptable to SBE [A.M. Best A-, VII or better] to protect Ingenium Charter School from claims which may arise from its operations. Each charter school location shall meet the below insurance requirements individually.

It shall be Ingenium Charter School's responsibility, not SBE's, to monitor its vendors, contractors, partners or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability coverage of not less than \$5,000,000 for each occurrence. The policy shall be endorsed to name the State Board of Education as named additional insured and shall provide specifically that any insurance carried by SBE which may be applicable to any claims or loss shall be deemed excess and Ingenium Charter School's insurance primary despite any conflicting provisions in the charter school's policy. Coverage shall be maintained with no self-insured retention above \$25,000 without approval of SBE.
2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code, adequate to protect Ingenium Charter School from claims that may arise pursuant to the Workers' Compensation Act (Statutory Coverage). The Worker's Compensation Insurance coverage must also include Employers Liability limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability coverage with limits of \$1,000,000 combined single limit unless the Charter School operates student bus services; if providing student bus services coverage limits not less than \$5,000,000 combined single limit shall be required. The policy shall be endorsed to name the State Board of Education as named additional insured and shall

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provide specifically that any insurance carried by SBE which may be applicable to any claims or loss shall be deemed excess and the charter school's insurance primary despite any conflicting provisions in the charter school's policy.

4. Fidelity Bond coverage shall be maintained by Ingenium 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 including Sexual Molestation and Abuse coverage, unless that coverage is afforded elsewhere in the Commercial General Liability policy by endorsement or by separate policy, with minimum limits of \$3,000,000 per occurrence.

5. Excess/umbrella insurance with limits of not less than \$10,000,000 required of all high schools and any school which 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 State Board of Education as named additional insured and shall provide specifically that any insurance carried by SBE which may be applicable to any claims or loss shall be deemed excess and the charter school's insurance primary despite any conflicting provisions in the charter school's policy.

EVIDENCE OF INSURANCE

Ingenium Charter School shall furnish to the CDE Office of Risk Management 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 SBE."

Facsimile or reproduced signatures may be acceptable upon review by the Office of Risk Management. However, SBE reserves the right to require certified copies of any required insurance policies.

Should Ingenium 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 SBE and its purchase shall be the responsibility of Ingenium Charter School.

Additionally, the charter will at all times maintain a funds balance (reserve) of its expenditures as required by section 15543, Title 5 of the California Code of Regulations. Currently, the required reserve is 5% of total operational expenditures or \$50,000, whichever is greater.

HOLD HARMLESS/INDEMNIFICATION PROVISION

To the fullest extent permitted by law, Ingenium Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless SBE and their members, officers, di-

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rectors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorney's fees, brought by any person or entity whatsoever, arising out of, or relating to this charter agreement. Ingenium Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless SBE 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 attorney's 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 Ingenium Charter School, and its officers, directors, employees or volunteers. Moreover, Ingenium Charter School agrees to indemnify and hold harmless SBE for any contractual liability resulting from third party contracts with its vendors, contractors, partners or sponsors.

ASBESTOS MANAGEMENT

Ingenium Charter School shall occupy facilities that 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.

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ELEMENT 7: ACHIEVING RACIAL AND ETHNIC BALANCE

PUBLIC SCHOOL CHOICE TRAVELING STUDENTS

SBE and Ingenium Charter 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 SBE identified by the California Department of Education as in need of Program Improvement. Public School Choice (“PSC”) placement with charter schools is an alternative strongly encouraged by the No Child Left Behind Act of 2001 (“NCLB”). Ingenium Charter School agrees to discuss with SBE the possibility of accepting for enrollment SBE students participating in LACOE’s PSC program. The parties agree to separately memorialize any agreed-to number of PSC placements of SBE students at the school.

As required under NCLB, all PSC students attending Ingenium Charter School shall have the right to continue attending Ingenium Charter School until the highest grade level of the charter. However, the obligation of SBE to provide transportation for a PSC student to Ingenium Charter School shall end in the event the PSC student’s resident SBE school exits Program Improvement status.

Ingenium Charter School will ensure that all of its PSC students are treated in the same manner as other students attending the school. PSC students are and will be eligible for all applicable instructional and extra-curricular activities at the school. Ingenium Charter School will make reasonable efforts to invite and encourage the participation of the parents of PSC students in the activities and meetings at the school.

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

FEDERAL COMPLIANCE

To the extent that Ingenium Charter School is a recipient of federal funds, including federal Title I, Part A funds, Ingenium Charter School has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the No Child Left Behind Act and other applicable federal grant programs. Ingenium Charter School agrees that it will keep and make available to SBE any documentation necessary to demonstrate compliance with the requirements of the No Child Left Behind Act and other applicable federal programs, including, but not limited to, documentation related to 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.

- 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.

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

Ingenium Charter School also understands that as part of its oversight of the school, the Charter School Office may conduct program review of federal and state compliance issues.

Los Angeles Unified School District Ethnicities for the year 2005-06

African American not Hispanic	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	White not Hispanic
82,884 (11.4%)	2,254 (0.3%)	27,370 (3.8%)	16,059 (2.2%)	532,152 (73.2%)	64,272 (8.8%)

INTEGRATION COURT ORDER

Ingenium Charter School is subject to the requirements of the Crawford Court Order. The school will provide a written plan to achieve and maintain LAUSD's ethnic balance goal which is within a 70:30 or 30:70 ratio.

1. Below is the School's written plan to achieve and maintain LAUSD's ethnic balance goal, which is within a 70:30 or 30:70 ratio.

- Fliers (in English and Spanish) will be distributed in Banning, Carson, and Gardena Senior High Schools' attendance areas indicating the enrollment opportunity at Ingenium beginning in February. These fliers will include information on our instructional program and grades we will be serving. The fliers will be distributed as follows.
 - Banning, Carson, and Gardena Senior High and Carnegie, Curtiss, and White Middle Schools. Ingenium will seek permission from the schools to distribute its flyers on the campuses as well as to mail the flyers to the families of eligible students.
 - Local elementary schools: Bonita Street, Leapwood, Carson Street, and Broadacres.
 - Local markets: the Carson Mall, BJ Products, Gueye Health and Beauty, Dominguez Florist, Global Market 2000, Vanessor Cosmetics, Burleson Gallery, RoboFit Table Tennis Center, and Carson Gift Shop.
 - Local restaurants: Subway, Starbucks, House of Sandwiches, Bistro 88, Quizno's, Sizzler, Tony Roma's, California Grill, La Mexicana, and Avanti Pizza..
- Ingenium's Principal will ask to give presentations to and leave fliers at each of the following churches: Filipino American Community Church, Lamplighter Christian

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Fellowship, Bread of Life Christian Center, Harbor Community Church, New Jerusalem Community Church, and the First Lutheran Church.

- Ingenium will seek articles in and will advertise in the following local newspapers: Los Angeles Sentinel; Daily Breeze; Carson News; Herald Dispatch; and La Opinion.
- At least three informational meetings will be held during the winter and spring of 2010 where we will share information about Ingenium Charter School and our alternative setting for families and their children.
- Ingenium staff and volunteer recruiters will attempt to canvass all homes within a one mile radius of the school.
- Each family showing interest will be sent an application packet. Parents are responsible for completing an application, a copy of which can be found in Appendix G. Once the student list has been set, a waiting list will be developed for those students still wishing to enroll should space become available.
- Any student within the boundaries of the LAUSD will receive equal opportunity and access to enroll at Ingenium Charter School.

The efforts above are designed to ensure that Ingenium Charter School attains a racial and ethnic balance reflective of the sponsoring school district by promoting the school to all the different racial and ethnic categories. In addition, the School will track admissions inquiries and applications. If any particular ethnic group appears to be dominating the applications process, the School will reduce its recruitment efforts targeted on that group and increase its efforts targeted on other groups.

The School shall maintain an accurate accounting of the ethnic and racial balance of students enrolled in the School along with documentation of the efforts the School has made to achieve racial and ethnic balance in accordance with the charter petition and standards of charter legislation

2. The School will provide to SBE all requested information using SBE forms, including the ethnic survey. The School must provide SBE with a system that can interface with the SBE Student Information System (SIS) for all enrolled students to assist with compliance monitoring; we expect to employ the ARIES Student Information System. After the School submits the ethnic survey information during the first year of operation, Budget Services, Financial Planning Division and the Office of Student Integration Services will use the information listed below for compliance purposes:

Number of Students Living Outside LAUSD Attendance Area	List of all highly qualified Certificated Personnel in core subjects as defined in No Child Left Behind and State policy and recommendations
Total School Enrollment	Number of Students by Ethnicity & Grade Level
Number of Students by Grade Level	Unfilled Classroom Teacher Positions
List of Register-Carrying Teachers	Fiscal Year-End Financial Report
Norm Day Classification	

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ELEMENT 8: ADMISSION REQUIREMENTS

Ingenium Charter School will admit all students who wish to attend the school as outlined in Education Code §47605(d)(2)(A). There are no other admission requirements.

If the number of students who wish to attend the School exceeds capacity, enrollment shall be determined by a random public drawing. Preference shall be given to those students with siblings already in Ingenium Charter School and to students and pupils who reside in LAUSD.

Prospective students in the service areas of Banning, Carson, and Gardena Senior High Schools where recruitment efforts are focused are overwhelmingly low-achieving and economically disadvantaged. Efforts to recruit from this pool are prima facie efforts to recruit low-achieving and economically disadvantaged students.

The school will maintain accurate student records on SBE's Integrated Student Information System.

Students and their parent(s)/guardian(s) must complete an application available from Ingenium's school office and submit it directly to Ingenium Charter School. Parents and students are required to sign an agreement that they will abide by School policies on academics, attendance, and conduct.

The school will designate an application deadline (tentatively COB May 10) and only applications received prior to the deadline will be included in the public random drawing. Public notice will be posted at the school site regarding a date, time, and location of the public drawing and rules to be followed during the lottery process once the deadline date has passed; tentatively, the drawing will be at 7:00 P.M. May 17 at the school site. Enrollment applications will also include the date, time, and location of the drawing, as will the School's Web site, and both will include the rules to be followed during the lottery process.

To ensure fairness, names will be drawn publicly at random by a neutral third party. A designee of the Ingenium Schools Board of Trustees will be present at the drawing and will verify whether the lottery procedures were fairly executed. The school will ensure that all interested parties may observe the lottery by holding the lottery in the largest room available at the site and, if there are more observers than spaces available, moving the lottery outside. Once enrollment is reached at the random drawing, the remaining names will continue to be drawn and will be placed on a waiting list in the order drawn. If a child gains admission any siblings who are also applying will automatically be given the next enrollment slot, if available for their grade, or will move to the top of the waiting list for their grade. If vacancies occur during the school year, the vacancies will be filled according to the waiting list.

School staff will call parents or guardians of students on the wait list when positions become available in the order established during the lottery and give the parents or guardians 24 hours to respond before moving to the next student on the wait list.

The school will maintain on file the verification of the fairness of the lottery process, the ordered list of lottery winners, and the ordered wait list. It will also maintain records of efforts to reach parents or guardians of students on the wait list who are notified when positions are available and documentation of parent and guardian responses, including time stamps.

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No more than five percent of the School's enrollment capacity will be given preference in the public random drawing as follows: relatives of staff; siblings of students attending Ingenium. Preferential admissions will be subject to review and approval by the Ingenium Schools Board of Trustees.

Ingenium will open an office in the school building from 2:00 to 7:00 every week day during the enrollment period for accepting registration forms and personally answering questions about the school.

If there are more applicants than placements available a lottery will be conducted to fill available places in accordance with Education Code §47605(d)(2). Only applications received prior to the designated deadline (May 31) will be included in the public drawing.

Ingenium will comply with all laws related to non-discrimination, tuition, and admissions criteria.

It is the policy of Ingenium Charter School to be unbiased in its programs, curriculum, admission policies, employment practices, and all other operations. It shall not charge tuition, and shall not discriminate against any student on the basis of the characteristics listed in Education Code Section 220 (actual or perceived 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 or association with an individual who has any of the aforementioned characteristics).

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ELEMENT 9: FINANCIAL AUDITS

SBE OVERSIGHT COSTS

SBE may charge for the actual costs of supervisory oversight of the Charter School not to exceed 1% of the charter school's revenue, or SBE may charge for the actual costs of supervisory oversight of the Charter School not to exceed 3% if the Charter School is able to obtain substantially rent free facilities from SBE. Notwithstanding the foregoing, SBE may charge the maximum supervisory oversight fee allow under the law as it may change from time to time.

FISCAL MANAGEMENT

The Ingenium Schools Board will assure sound fiscal management by adopting comprehensive board-level fiscal policies, engaging a professional business services firm, and implementing a comprehensive internal control program.

The Ingenium Schools Board has adapted the following fiscal policies from model policies and forms available from CCSA and EdTec: budget development; staff roles related to fiscal issues; conflict of interest; check-signing; petty cash management; attendance recording; payroll processing; control; risk management; accounts payable; expense reports; banking procedures; and other financial management procedures. These fiscal policies are designed to ensure the accuracy of information that will provided to the auditor and prevent waste, fraud, and abuse, and include, for example, a requirement that checks over \$5,000 have two signatures.

ANNUAL AUDIT REPORTS

The Ingenium Schools Board Finance Committee will oversee selection of an independent auditor from the Certified Public Accountants Directory published by the State Controller's Office. The auditor will have experience with public school audits. The financial audits will employ generally accepted accounting principles. Ingenium Schools will work with its business services provider to set up financial controls, systems, and processes to ensure compliance and the maintenance of proper documentation for the audit. The business services provider will provide Ingenium Schools with an audit preparation calendar and checklist, which the Office Manager will use as a guide for ensuring that the appropriate information and documents are available for the audit.

The audit will verify the accuracy of the school's financial statements, attendance, enrollment, and accounting practices and review the school's internal controls. The audit will be conducted in accordance with generally accepted accounting principles applicable to the school, requirements set forth in the Charter Schools Act, Education Code sections 41020 and 47605(m) and the Standards and Procedures for Audits of California K-12 Local Educational Agencies as published in the California Code of Regulations. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in any Office of Management and Budget Circulars.

It is anticipated that the annual audit will be completed within four months of the close of the fiscal year. Copies of the auditor's findings will be forwarded to the Ingenium Schools Finance Committee, the CDE Charter Schools Division, the Los Angeles County Superintendent of Schools, and the State Controller by December 15th of each year. The Finance

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Committee will review any audit recommendations or deficiencies and report to the corporation's governing board and SBE their plan for resolving deficiencies within six months of the close of the fiscal year. The board will report to SBE regarding how the exceptions and deficiencies have been or will be resolved. Exceptions/deficiencies will be resolved to the satisfaction of SBE. Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process referenced in Element 14 of this Charter, or if applicable, referred to the Education Audit Appeals Panel (EAAP) appeal process (Education Code Section 41344).

In addition, Ingenium Charter School will compile and provide to SBE an annual performance report. This report will, at a minimum, include the following data:

- Summary data showing student progress toward the goals and outcomes outlined in Element 2 using the assessment instruments and techniques listed in Element 3.
- A summary of major decisions and policies established by the organization's governing board during the year.
- An overview of the school's admissions practices during the year and data regarding the number of students enrolled, the number on waiting lists, and the numbers of students expelled and/or suspended.

Ingenium Charter School shall promptly respond to all inquiries and requests for documents from SBE and shall consult with SBE regarding any inquiries. Furthermore, Ingenium Charter School will provide any financial information requested by SBE and make its books available to SBE during any business day upon request or within 24 hours. In addition all legally required financial reports will be submitted to SBE in the format required by SBE within timeframes specified by SBE each year.

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ELEMENT 10: SUSPENSION AND EXPULSION

PROCEDURE FOR INVOLVING PARENTS, STUDENTS, AND STAFF IN DESIGNING AND IMPLEMENTING THE DISCIPLINE POLICY

The Site Council, which includes parents, students, and staff, will review the discipline policy annually and recommend changes, as needed. The Board of Trustees will have the final approval authority on any changes to the discipline policy.

All students have a right to learn while attending a safe school. As such, discipline is a necessary part of school life and good discipline is based on an agreement between the school and parents about what is expected of our children.

Ingenium Charter School will develop, implement and regularly review a discipline policy that attempts to:

- Promote self-discipline and proper regard for authority among students,
- Encourage good behavior and respect for others,
- Ensure students' standards of behavior are acceptable,
- Regulate student conduct.

Students and parents can expect consistent enforcement of the discipline policy and fair administration of consequences for failure to follow the acceptable expected behaviors.

The discipline policy will be reviewed with parents and students upon the students' admission to Ingenium Charter School. Parents and students will acknowledge their understanding of, agreement with, and responsibility to standards set forth in the discipline policy. The discipline policy will determine student responsibilities, unacceptable behavior, and the consequences for noncompliance.

ACCEPTABLE BEHAVIOR EXPECTATIONS**STUDENTS****A. How I Treat Others**

I will:

- Treat all students and adults with respect and kindness.
- Use words that are helpful, courteous and kind.
- Treat all things that belong to other people with care.
- Get help from an adult if someone tries to start a fight with me or a disagreement won't end (for example, if I am in a situation that could lead to violence or name-calling.)

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I will not:

- Tease, call other people names, bully, or use swear words.
- Threaten to hurt anyone, even when joking around.
- Start fights. I understand that fighting is never acceptable.

B. How I Do My School Work

I will:

- Make sure my homework and projects are neat, complete and turned in on time.
- Respect school property by taking care of my books and classroom supplies, and by helping to keep the rooms and yards clean.
- Come to school on time (parents: this one depends on you, also.)

I will not leave school before it is over, except for a field trip or when I have written permission.

Parent clarifications:

- Homework is assigned Monday through Thursday.
- You must arrange prior approval from the office to remove your child from the classroom during school hours.
- Arriving at school “on time” means between 7:35 and 7:50 A.M.

C. How I Behave and What I Bring to School

I will:

- Greet visitors in a friendly way.
- Offer to help those who need it or request it.
- Take pride in my appearance. I will only wear clean school uniforms to school.
- Eat only in designated eating areas.

I will not:

- Wear sandals, open back, open toe, or platform shoes.

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- Bring gum, candy, or soda in cans or glass bottles.
- Bring: beepers, cell phones, large amounts of money, jewelry, radios, electronic games, or trading cards.
- Bring any type of weapon to school – neither a real weapon nor a toy one.

Parents:

Expectations: Respect, responsibility, safety, and quality will characterize all behavior, relationships, and work habits. Parents and teachers will inform, teach, and reinforce the expectations to our children at home and in the classroom respectively.

Consequences: The teacher has primary responsibility for determining and implementing appropriate rewards and consequences for acceptable and unacceptable behavior. Students who violate the acceptable behavior expectations are subject to:

- Verbal warning
- Loss of privileges
- A notice to parents
- Conference with student and/or parent

The consequences listed above are not necessarily all-inclusive.

No Violence: Under no circumstances will violence on campus be tolerated. Acts of intimidation, extortion, or harassment or physical attacks on students, school personnel, or other authorized persons on campus will not be condoned or excused. A child possessing any weapon, whether real or a toy, may be suspended and/or recommended for expulsion.

SUSPENSION AND EXPULSION

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and wellbeing of all students at Ingenium Charter School. When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as Ingenium Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Ingenium Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

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The Ingenium Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this Policy and Procedures are available on request at the Principal's office.

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

A student identified as an individual with disabilities or for whom Ingenium Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. Ingenium Charter School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom Ingenium Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force of violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

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- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other 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, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

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- r) Made terrorist threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
- 1. “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including acts one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs)

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- or students in fear of harm to that student's or those students' person or property.
- ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
2. "Electronic Act" means the transmission by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
- x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee with the Principal or designee's concurrence.

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2. Non- Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

3. Discretionary Expellable Offenses: Students may be expelled for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force of violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

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- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other 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, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- r) Made terrorist threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be

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sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

- t) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
 - u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
 - v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code, directed specifically toward a pupil or school personnel.
 - w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
 - x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
4. Non -Discretionary Expellable Offenses: Students must be expelled for any of the following acts when it is determined pursuant to the procedures below that the pupil:
- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

If it is determined by the administration that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

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The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

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

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or the Principal’s designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Ingenium Charter School employee who referred the student to the Principal or designee.

The conference may be omitted if the Principal or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or Ingenium Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference.

At the conference, the 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 school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil’s parent or guardian to attend a conference with Ingenium Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil’s parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee 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 and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Ingenium Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

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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. Upon a recommendation of Expulsion by the Principal or Principal's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Principal or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

D. Authority to Expel

A student may be expelled by an Administrative Panel appointed by the Ingenium Schools Board of Trustees. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a Board member of Ingenium Charter School's governing board. The Administrative Panel may expel any student found to have committed an expellable offense.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal or designee determines that the Pupil has committed an expellable offense.

The hearing will be before the Administrative Panel and shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the Pupil makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

- 1) The date and place of the expulsion hearing;
- 2) A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
- 3) A copy of Ingenium Charter School's disciplinary rules which relate to the alleged violation;
- 4) Notification of the student's or parent/guardian's obligation to provide information about the student's status at Ingenium Charter School to any other school district or school to which the student seeks enrollment;

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- 5) The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
- 6) The right to inspect and obtain copies of all documents to be used at the hearing;
- 7) The opportunity to confront and question all witnesses who testify at the hearing;
- 8) The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

Ingenium Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by Ingenium Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. Ingenium Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person

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presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

7. If one or both of the support persons is also a witness, Ingenium Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to Ingenium Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

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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. An expulsion by the Administrative Panel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a final determination regarding the expulsion. The final decision by the Administrative Panel shall be made within ten (10) school days following the conclusion of the hearing. The Decision of the Administrative Panel is final.

If the Administrative Panel decides not to expel, the pupil shall immediately be returned to his/her educational program.

I. Written Notice to Expel

The Principal or designee following a decision of the Administrative Panel to expel shall send written notice of the decision to expel, including the Administrative Panel's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: Notice of the specific offense committed by the student; and Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with Ingenium Charter School.

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

J. Disciplinary Records

Ingenium Charter School shall maintain records of all student suspensions and expulsions at Ingenium Charter School. Such records shall be made available to the authorizer upon request.

K. No Right to Appeal

The pupil shall have no right of appeal from expulsion from Ingenium Charter School as the Administrative Panel's decision to expel shall be final.

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L. Expelled Pupils/Alternative Education

Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. Ingenium Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

M. Rehabilitation Plans

Students who are expelled from Ingenium Charter School shall be given a rehabilitation plan upon expulsion as developed by the 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. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to Ingenium Charter School for readmission.

N. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Administrative Panel following a meeting with the Principal or designee and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Principal or designee shall make a recommendation to the Administrative Panel following the meeting regarding his or her determination. The pupil's readmission is also contingent upon Ingenium Charter School's capacity at the time the student seeks readmission.

O. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities**1. Notification of SELPA**

Ingenium Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student who Ingenium Charter School or SELPA would be deemed to have knowledge that the student had a disability

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment or functional analysis, and behavioral intervention services and modifications, that are designed to address the behavior viola-

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tion so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, Ingenium Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b) If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If Ingenium Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If Ingenium Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a) Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that Ingenium Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b) If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c) Return the child to the placement from which the child was removed, unless the parent and Ingenium Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If Ingenium Charter School, the parent, and relevant members of the IEP/504 team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP/504 Plan, then Ingenium Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

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4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or Ingenium Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or Ingenium Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and Ingenium Charter School agree otherwise.

5. Special Circumstances

Ingenium Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a) Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- b) Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c) Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated Ingenium Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation on-

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ly if Ingenium Charter School had knowledge that the student was disabled before the behavior occurred.

Ingenium Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a) The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Ingenium Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b) The parent has requested an evaluation of the child.
- c) The child's teacher, or other Ingenium Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Ingenium Charter School supervisory personnel.

If Ingenium Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

If Ingenium Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. Ingenium Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by Ingenium Charter School pending the results of the evaluation.

Ingenium Charter School shall not be deemed to have knowledge of that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

DATA COLLECTION AND REPORTING

Ingenium Charter School will collect and produce data regarding the suspension and expulsion of special education students as required by the Modified Consent Decree. Ingenium Charter School will adhere to all provisions of the Individuals with Disabilities Education Act (IDEA) and its amendments, Section 504 of the Rehabilitation Act, AB 602, ADA, and the modified consent decree.

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STAFF ISSUES

RELATIONSHIP BETWEEN THE TEACHERS AND THE DISTRICT/COUNTY BARGAINING UNIT

In accordance with the Educational Employee Relations Act (EERA) Ingenium Charter School employees may join and be represented by an organization of their choice for collective bargaining purposes. However, unless the employees elect to be represented by an organization for bargaining purposes, all employees will be employed on an individual basis.

PROCESS BY WHICH SALARIES, BENEFITS, WORKING CONDITIONS AND OTHER ITEMS WILL BE DETERMINED

Ingenium Charter School administrative staff will recommend the policies for salaries, benefits and annual work calendars for all employees to the Ingenium Schools Board for approval. Work calendars will be submitted to staff in March for their input. Staff will be given opportunities to discuss any changes affecting benefits.

CALENDARS, HOLIDAYS, VACATIONS, WORK DAY AND YEAR, AND OTHER ITEMS

The annual calendar, vacations, work day and year, and other items will be recommended by the Executive Director and set by the Board of Trustees.

LABOR PROCEDURES WHICH WILL BE APPLIED TO EMPLOYEES

All employees of the school will be hired on an at-will basis.

PROCESS FOR RESOLVING COMPLAINTS/GRIEVANCES

Employees will be encouraged to resolve complaints and grievances informally and with their immediate supervisor. However, they will have the right to appeal informally or formally (in writing) to the Principal. If unsatisfied with the resolution, they may appeal to the Board as well.

All employees will be asked to agree to binding arbitration in their employment agreement.

PROCESS FOR ENSURING DUE PROCESS

The Board of Trustees will request an annual report of complaints and grievances brought to the Principal, Executive Director, and the Board from the Executive Director. It will review the report and correct the process for resolving complaints and grievances if warranted.

In addition, employees will have the right to enter into binding arbitration if grievances are unresolved.

STRS, PERS, SOCIAL SECURITY AND MEDICARE

Ingenium Charter School teachers and certificated administrators shall be a part of the State Teachers' Retirement System. Other employees shall be covered by Social Security. Ingenium Schools' Human Resources Manager will be responsible for administering STRS/PERS enrollments and ensuring that each employee is enrolled in the correct program. Ingenium Charter School will work with LACOE to forward in a timely fashion any

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required payroll deductions and related work. LACOE is the only agency who could report the contributions to both STRS and PERS. Ingenium Charter School will either use LACOE's reporting system or a system compatible with LACOE.

PROCESS FOR STAFF RECRUITMENT, SELECTION, EVALUATION AND TERMINATION

The Ingenium Schools Board will select the Executive Director and the Executive Director will select all other staff. Deadlines for submitting applications will be established and publicly advertised. The hiring authority will be responsible for ensuring that effected members of the community have the opportunity to comment on candidates and, where appropriate, interview them. The hiring authorities will make the final staff selections.

The hiring authorities will also be responsible for evaluation and for termination decisions.

All hiring and termination decisions must be ratified by the Board.

PROCEDURE FOR PROCESSING AND MONITORING CREDENTIALS IF REQUIRED

Ingenium Charter School's Office Manager will examine the credentials of applying candidates using a form provided for this purpose by EdTec and determine whether the credentials are adequate for the position being applied for. The Office Manager will monitor credentialing requirements on an ongoing basis and will alert an employee when the employee is in danger of not meeting certification requirements.

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ATTENDANCE ALTERNATIVES

Pupils who choose not to attend Ingenium Charter School may attend existing elementary schools in LAUSD that serve their attendance zone or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of Los Angeles Unified School District.

As an option for public school choice for eligible students from identified Program Improvement schools, priority may be given to the lowest achieving children from low-income families, as determined by LAUSD.

Annually, the Charter School will inform parents in writing about the transferability and eligibility of courses to other public high schools. In addition, this information will be part of the parent orientation meeting for all new students.

- The address of Ingenium Charter School is 1717 E. Carson Street, Carson.
- The phone number of Ingenium Charter School is (909) 827-8595.
- The contact person for Ingenium Charter School is Glenn Noreen.
- The number of rooms at Ingenium Charter School is 17.
- The grade configuration is kindergarten through fifth grade.
- The number of students in the first year will be 307.
- The grade level(s) of the students the first year will be kindergarten through fifth grades.
- The opening date of Ingenium Charter School is August 31, 2010.

The admission requirements include:

- Ingenium Charter School will admit all students who wish to attend the school as outlined in Education Code §47605(d)(2)(A).
- Students and their parent(s)/guardian(s) must complete an application available from Ingenium's school office and submit it directly to Ingenium Charter School. Parents and students are required to sign an agreement that they will abide by School policies on academics, attendance, and conduct.

The operational capacity will be 414.

The first year instructional calendar will be: August 31, 2010 to June 19, 2011. See Appendix C for the detailed annual calendar..

The bell schedule for Ingenium Charter School will be:

	Monday	Tuesday	Wednesday	Thursday	Friday
7:55-9:30	Reading Block	Math Block	Reading Block	ILP Block	Reading Block
9:30-9:50	Recess	Recess	Recess	Recess	Recess
9:50-10:50	Writing	Social Sci-	Writing	Science	Writing

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	Block	ence Block	Block	Block	Block
10:50-11:45	Math Block	Technology	Math Block	Technology	Math Block
Lunch					
12:25-1:20	PE/Health	PE/Health	PE/Health	PE/Health	PE/Health
1:20-2:35	Integrated Thematic Units	Integrated Thematic Units	Staff Co- Planning Time	Integrated Thematic Units	Integrated Thematic Units

If space is available, traveling students will have the option to attend.

Pupils who choose not to attend Ingenium Charter School may choose to attend other public schools in their district of residence or pursue an interdistrict-transfer in accordance with existing enrollment and transfer policies of the district.

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EMPLOYEE RIGHTS

Former LAUSD employees must consult with LAUSD to determine their eligibility for leave. Certificated leave from LAUSD may be up to one year. Classified leave from LAUSD may be for one year, which may be extended for up to the term of the original petition.

All provisions pertaining to leave and return rights for district union employees will be granted to certificated and classified employees in accordance with current collective bargaining agreements.

Job applicants at Ingenium Charter School will be considered through an open process, and if hired, will enter into a contractual agreement with the school.

The following is the description of the rights of any employees of the school district upon leaving the employment of the school district to work at Ingenium Charter School, and of the rights of return to the school district after employment at Ingenium Charter School as required by Education Code §47605(b)(5)(M):

- A) Any rights upon leaving the employment of a local education agency to work at Ingenium Charter School that the local education agency may specify.
- B) Any rights of return to employment in a local education agency after employment in the Charter School as the local education agency may specify.
- C) Any other rights upon leaving employment to work at Ingenium Charter School and any rights to return to a previous employer after working in the Charter School that the Los Angeles Board of Directors determines to be reasonable and not in conflict with any provisions of law that apply to Ingenium Charter School or to the employer from which the employee comes to the Charter School or to which the employee returns from Ingenium Charter School.
- D) A permanent employee may opt to transfer to another position within LAUSD in accordance with LAUSD policies and procedures and collective bargaining agreements. Ingenium Charter School employees on personal leave from LAUSD have the right to return to other positions in LAUSD after employment in the Charter School subject to the conditions of the granted leave of absence.
- E) Current LAUSD classified employees who choose to work at a charter school take a mandatory unpaid charter school leave for the length of the initial charter period. However, leave documents must be renewed each year. At the end of the initial charter period, the classified employee must either return to LAUSD service or resign. The charter may officially hire the former employee at that time (detail in each classified collective bargaining agreement.)

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RESOLVING DISPUTES

DISPUTES BETWEEN INGENIUM CHARTER SCHOOL AND SBE

Ingenium Charter School recognizes that:

- If the substance of a dispute is a matter that could result in the taking of appropriate action, including, but not limited to, revocation of the charter in accordance with EC Section 47604.5, the matter will be addressed at the CDE Charter School Division's discretion in accordance with the provision of law and any regulations pertaining thereto.
- Because it is not a LEA, the State Board of Education may choose resolve a dispute directly instead of pursuing the dispute resolution process specified in the charter, provided that if the State Board of Education intends to resolve a dispute directly instead of pursuing the dispute resolution process specified in the charter, it must first hold a public hearing to consider arguments for and against the direct resolution of the dispute instead of pursuing the dispute resolution process specified in the charter.
- If the substance of a dispute is a matter that could result in the taking of appropriate action, including, but not limited to, revocation of the charter in accordance with EC Section 47604.5, the matter will be addressed at the State Board of Education's discretion in accordance with that provision of law and any regulations pertaining thereto

The staff and governing board members of Ingenium Charter School agree to attempt to resolve all disputes regarding this charter pursuant to the terms of this section. Both will refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

Any controversy or claim arising out of or relating to the charter agreement between SBE and Ingenium Charter School, except any controversy or claim that in any way is related to revocation of this charter, shall be handled first through an informal process in accordance with the procedures set forth below.

(1) Any controversy or claim arising out of or relating to the charter agreement must be put in writing ("Written Notification"). The Written Notification must identify the nature of the dispute and any supporting facts. The Written Notification may be tendered 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 PM 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 notices shall be addressed as follows:

To Charter School:

Ingenium Charter School
c/o School Director
1502 Webster Avenue

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Claremont, CA 91711

To Director of Charter Schools:

Director of Charter Schools
California Department of Education
1430 N Street, Suite 5401
Sacramento, CA 95814

(2) A 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 claim or controversy within fifteen (15) business days from the date the written response is received by the other party to resolve the controversy or claim at issue ("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 5:00p.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 controversy or claim cannot be resolved by mutual agreement at the Issue Conference, then either party may request that the matter be resolved by mediation. Each party shall bear its own 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 the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the controversy or claim at dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Mediation proceedings must be administered in accordance with the mediation rules or guidelines of the American Arbitration.

(4) If the mediation is not successful, then the parties agree to settle the controversy, claim or dispute by arbitration conducted by a single arbitrator in accordance with the guidelines of the American Arbitration Association. The arbitrator must be an active member of the California State Bar or a retired judge of the state or federal judiciary of California. Each party shall bear its own 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. Each party shall bear their own costs and expenses.

(5) However, any party who fails or refuses to submit to arbitration shall bear all costs and expenses incurred by such other party in compelling arbitration of any controversy, claim, or dispute.

(6) This dispute resolution procedure does not apply to any controversy or claim concerning the grounds for revocation.

Ingenium Charter School recognizes that the State Board of Education may choose to resolve a dispute directly instead of pursuing the dispute resolution process specified in this charter, provided that it first hold a public hearing to consider arguments for and against the direct resolution of the dispute instead of pursuing the dispute resolution process specified in the charter. If the substance of a dispute is a matter that could result in the taking of appropriate action, including, but not limited to, revocation of the charter in accordance with

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Education Code Section 47604.5, the matter will be addressed at the State Board of Education's discretion in accordance with that provision of law and any regulations pertaining thereto

DISPUTES ARISING WITHIN INGENIUM CHARTER SCHOOL

Disputes arising from within Ingenium Charter School including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and governing board members of the school will be resolved by Ingenium Schools Board of Trustees and/or Principal. SBE will, as an initial step, refer any complaints or reports regarding such internal disputes to the Board or administrative staff of Ingenium Charter School for resolution. If the matter is not resolved to the satisfaction of the person or persons complaining, SBE may, among other things, refer the complaining person or persons to the appropriate state or federal agency.

Depending on the situation complaints can be addressed following the following levels:

1. Classroom teacher
2. Principal
3. Executive Director
4. Ingenium Schools Board of Trustees

GRIEVANCE PROCEDURES FOR PARENTS AND STUDENTS

Ingenium Charter School will 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 Ingenium Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Ingenium Charter School will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

Ingenium Charter School will adopt and publish grievance 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.

Ingenium Charter School will implement specific and continuing steps to notify 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 the recipient, that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner.

TERM OF CHARTER, REVOCATION, RENEWAL, AMENDMENTS, AND SEVERABILITY

The term of this charter shall be for the period of five years, beginning July 1, 2010.

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SBE may revoke the charter of Ingenium Charter School if Ingenium Charter School commits a breach of any terms of its charter. Further, SBE may revoke the charter if Ingenium Charter School commits a breach of any provision set forth in a policy related to charter schools adopted by SBE Board of Education and/or any provisions set forth in the Charter School Act of 1992. Furthermore, SBE may revoke the charter of Ingenium Charter School on any of the following grounds:

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

Prior to revocation, and in accordance with Cal. Educ. Code section 47607(d), SBE will notify Ingenium Charter School in writing of the specific violation, and give Ingenium Charter School a reasonable opportunity to cure the violation, unless SBE determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Notwithstanding the immediately preceding language, revocation proceedings are not subject to the dispute resolution clause set forth in this charter.

Depending on the nature of the violation, SBE will determine the amount of time needed to cure the violation. In the case of disputes, the parties agree to adhere to the dispute resolution procedures identified in the charter.

SBE shall retain the right to revoke the charter immediately if Ingenium Charter School is engaging or has engaged in activities that constitute a severe and imminent threat to the health and safety of the students. Under these circumstances, the dispute resolution procedures will be inapplicable.

The State Board of Education and authorized SBE staff have the right to inspect Ingenium Charter School as necessary to fulfill its oversight responsibilities.

Any amendments to this charter will be made by the mutual agreement of the governing boards of Ingenium Charter School and SBE. Material revisions and amendments will be made pursuant to the standards, criteria, and timelines in California Education Code §47605.

The terms of this charter contract are severable. In the event that any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the charter will remain in effect, unless mutually agreed otherwise by SBE and Ingenium Charter School. SBE and Ingenium Charter School agree to meet to discuss and resolve any issues or differences relating to invalidated provisions in a timely, good faith fashion.

Ingenium Charter School renewal petition is due at LAUSD by September 30 of the year prior to the charter's scheduled expiration. This charter petition may be amended only by agreement in writing executed by the Board of Trustees of Ingenium Charter School and by the authorized agents of the California State Board of Education. Material revisions and amendments will be made pursuant to the standards set forth in Education Code §47605.

Charter School Responsibility:

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Ingenium Charter School commits to its responsibility, commencing on January 1, 2005 or after the school has been in operation for four years, whichever is later, to meet at least one of the four criteria prior to receiving a charter renewal pursuant to (Ed. Code 47607).

1. Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, or in the aggregate of the prior three years.

OR

2. Ranked in deciles 4 to 10, inclusive, on the State API in the prior year or in two of the last three years.

OR

3. Ranked in deciles 4 to 10 inclusive, on the API for demographically comparable schools in the prior year or in two of the last three years.

OR

4. The entity that granted the charter determines that the academic performance of the Charter School is at least equal to the academic performance of the public schools that the Charter School students would otherwise have been required to attend as well as the academic performance of the schools in the school district which the Charter School is located, taking into account the composition of the population that is served at the Charter School.

Renaming of Ingenium Charter School can be accomplished through a vote by Ingenium Schools Board of Trustees. Notification will be provided to SBE and the California Department of Education.

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EXCLUSIVE EMPLOYER

Ingenium Schools (representing Ingenium Charter School) shall be deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Education Employment Relations Act as specified in Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the California State Education Code [47611.5(b)]. In accordance with this code, Ingenium Charter School employees have the right to join organizations of their choice, to be represented by such organizations in their professional and employment relationships with public school employers, to select one employee organization as the exclusive representative of the employees in an appropriate unit, and to afford certificated employees a voice in the formulation of educational policy.

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SCHOOL CLOSURE

REVOCATION

SBE may revoke the charter of Ingenium Charter School if Ingenium Charter School commits a breach of any terms of its charter. Further, SBE may revoke the charter if Ingenium Charter School commits a breach of any provision set forth in a policy related to charter schools adopted by the State Board of Education and/or any provisions set forth in the Charter School Act of 1992. Furthermore, SBE may revoke the charter of Ingenium Charter School on any of the following grounds:

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

Prior to revocation, and in accordance with Cal. Educ. Code section 47607(d), SBE will notify Ingenium Charter School in writing of the specific violation and give Ingenium Charter School a reasonable opportunity to cure the violation unless SBE determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Notwithstanding the immediately preceding language, revocation proceedings are not subject to the dispute clause set forth in this charter.

CLOSING PROCEDURES

Ingenium Schools is the entity responsible to conduct closure-related activities.

The following are closing procedures that abide by Cal. Educ. Code §47605(b)(5)(P), should the school close for any reason.

Should it become necessary for Ingenium Charter School to close, the following procedures will take place:

- Official action by SBE and the Ingenium Schools governing boards. The action will identify the reason for closure including whether the charter was revoked, not renewed, or closed voluntarily.
- All closing documents will be sent to the California Department of Education.
- Ingenium Schools will be responsible for the transferring of pupil records to the students' district of enrollment or other school to which the students will transfer. In the event Ingenium Schools is unable to meet this responsibility, Ingenium Schools will work with LACOE to ensure the maintenance and transfer of student records to the students' school of enrollment.

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- Within 6 months of closure of the school, an independent audit will take place to determine the net assets or liabilities of the school. Any outstanding liabilities or disbursement of remaining assets will be settled between Ingenium Charter School and SBE through a mutually developed plan.
- All remaining assets will be liquidated and all creditors will be paid first. Any capital assets owned by the charter school, such as facility or property, purchased in whole or in part with public funds will be distributed to a public agency organized for educational purposes at the discretion of the Board of Directors. Any remaining asset will convert to a nonprofit public entity at the discretion of the Board of Directors.

The decision to close Ingenium Charter School, either by the Ingenium Schools governing Board or by the SBE Board, will be documented in a Closure Action. The Closure Action shall be deemed to have been automatically made when any of the following occur: the charter is revoked or non renewed by the State Board of Education; the charter school board votes to close the school; or the charter lapses. In the event of such a Closure Action, the following steps are to be implemented:

1. Notification of the closure of the charter school to parents (guardians) of pupils, the State Board of Education, LACOE, the special education local plan area in which Ingenium Charter School participates, the retirement systems in which the school's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the California Department of Education, providing at least the following:

- a. The effective date of the closure;
- b. The name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure;
- c. The pupils' school districts of residence; and
- d. The manner in which parents (guardians) may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

2. Written notification to parents/guardians/caregivers of the enrolled students of Ingenium Charter School will be issued by Ingenium Charter School within 72 hours after the determination of a Closure Action. A sample copy of the language used in the written notification is also to be made to SBE within the same time frame.

- a. The written notification will also include information on assistance in transferring each student to another appropriate school, and a process for the transfer of all student records.
- b. The process for transferring student records to the receiving schools shall be in accordance with SBE procedures for students moving from one school to another.
- c. Parents will also be provided with student information that includes closure notice, grade reports, discipline records, immunization records, completed coursework and credits that meet graduation requirements.

2. Written notification to SBE of the list of returning students and their home schools, to be made within 72 hours of the determination of the Closure Action.

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3. Transfer of student records to the receiving schools, within seven calendar days from the determination of an Action to Close.

4. Written notification to the California Department of Education of the Closure Action shall be made by Ingenium Charter School by registered mail within 72 hours of the decision to Closure Action.

5. Ingenium Charter School shall provide a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, to Ingenium Schools.

6. All pupil records, all state assessment results, and any special education records will be transferred to the custody of and maintained by Ingenium Schools, except for records and/or assessment results that the charter may require to be transferred to a different entity.

7. Transference and maintenance of personnel records will be in accordance with applicable law.

8. Ingenium Charter School shall allow SBE access, inspection and copying of all school records, including financial and attendance records, upon written request by SBE.

9. A financial closeout audit of the school will be paid for by Ingenium Charter School to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets. The final independent audit shall be completed within six months after the closure of the school. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. The audit will include the following:

a. An accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value.

b. An accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation.

c. An assessment of the disposition of any restricted funds received by or due to the charter school.

10. Any liability or debt incurred by Ingenium Charter School will be the responsibility of Ingenium Charter School and not SBE. Ingenium Charter School understands and acknowledges that Ingenium Charter School will cover the outstanding debts or liabilities of Ingenium Charter School. Any grant funds and restricted categorical funds will be returned to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports. Any donated materials and property will be returned in accordance with any conditions established when the donation of such materials or property was accepted. Any remaining unused monies at the time of the audit will be returned to the appropriate funding source. Ingenium Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the School's SELPA, and other categorical funds will be returned to the source of funds.

11. For six calendar months from the Closure Action or until budget allows, whichever comes first, sufficient staff as deemed appropriate by Ingenium Charter School Board, will

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maintain employment to take care of all necessary tasks and procedures required for a smooth closing of the school and student transfers.

12. Ingenium Charter School shall fund all the activities identified in subdivisions 1-11 above.

13. The Ingenium Charter School 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.

14. In addition to a final audit, Ingenium Charter School will also submit any required year-end financial reports to the California Department of Education and SBE, in the form and time frame required. It will complete and file any annual reports required pursuant to Education Code section 47604.33.

15. If the charter school is a nonprofit corporation, the corporation does not have any other functions than operation of the charter school, the corporation will be dissolved according to its bylaws.

a. The corporation's bylaws will address how assets are to be distributed at the closure of the corporation.

b. A copy of the corporations bylaws containing the information on how assets are to be distributed at the closure of the corporation, are to be provided to SBE prior to approval of this Petition.

This Element 16 shall survive the revocation, expiration, termination, cancellation of this charter or any other act or event that would end [charter school's] right to operate as a charter school or cause Ingenium Charter School to cease operation. Ingenium Charter School and SBE agree that, due to the nature of the property and activities that are the subject of this petition, SBE and public shall suffer irreparable harm should charter school breach any obligation under this Element 16. SBE, 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 SBE. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, retraining order, or order for specific performance, and may be sought in any appropriate court.

FACILITIES

If Ingenium Charter School fails to submit a certificate of occupancy to SBE not less than 45 days before the school is scheduled to open, it may not open unless an exception is made by the CDE Charter Schools Division. If Ingenium Charter School moves or expands to another facility during the term of this charter, Ingenium Charter School shall provide a certificate of occupancy to SBE for each facility at least 45 days before school is scheduled to open in the facility or facilities. Ingenium Charter School shall not open in any location for which it has failed to timely provide a certificate of occupancy to SBE, unless an exception is made by the CDE Charter Schools Division. 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 (Element 14).

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OTHER ITEMS

EMPLOYMENT STATUS OF EMPLOYEES

Persons employed by Ingenium Charter School are not considered employees of SBE for any purpose whatsoever. Charter school employees will be employees of the Charter School, not the district or county. Employees of SBE who resign from employment to work at Ingenium Charter School and who later wish to return to SBE shall be treated the same as any other former SBE employee seeking reemployment except for the exceptions noted in Element 13: Employee Rights.

ADMINISTRATIVE SERVICES

Ingenium Charter School shall seek out mutually agreed upon memoranda of understanding (MOUs) with SBE which shall delineate the legal obligations of each respective party for each service rendered by SBE. In addition, Ingenium Charter School shall enter into mutually agreed upon MOUs regarding, but not limited to, funding and services for special education students, a description of liability insurance, operational funding levels, responses to inquiries under Education Code §47604.3, and a delineation of duties regarding responsibility for operations. Requested services from SBE will be on a fee-for-service basis and subject to availability. The MOUs shall set forth the responsibilities and legal obligations of each respective party for each service rendered by SBE, and the manner by which administrative services of the school are to be provided.

Ingenium Charter School Board of Trustees will engage the services of a provider of business services to charter schools to provide the administrative services the school will require. These services will include:

- Accounting. The accounting system will meet the requirements of SBE and DOE.
- Purchasing and accounts payable.
- Accounts receivable.
- Payroll processing.
- Business and budget-related consulting.
- Compliance.
- Attendance and Student Information Systems.
- Board meeting support.

BUDGET

Budget development will begin each year immediately following the January announcement of the governor's K-12 State Budget Proposals and continually refined through the

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May Revision to the Final State Budget Act. Budgeted resources will always be consistent with charter school goals as identified by the governing council.

The key factors that will enable Ingenium Charter School to be self-sustaining on public funds (and occasional private donations) are:

- High student attendance rates.
- Relatively large class sizes, especially for charter schools.
- Comparatively low number of classified employees.
- Intensive utilization of all employees.
- Low non-classroom based operating expenses.
- Access to a Line of Credit.

Ingenium Charter School will continue to follow the same financial model in order to ensure that Ingenium Charter School is financially sound and can provide a great education to the students it serves.

PROPOSED FIRST YEAR OPERATIONAL BUDGET (INCLUDING START-UP COSTS)

Ingenium Charter School's proposed operational budget is Appendix H.

Key Revenue Sources

Principal apportionment from the State of California makes up the vast majority of Ingenium Charter School's revenue.

- Ingenium Charter School expects to enroll 307 students its first year and build to 414 students over three years.
- Average daily attendance (ADA) is projected at 95%.

Capital Sources

Ingenium Charter School has been awarded a start-up grant in the amount of \$240,000 from the Walton Family Foundation contingent on this charter application being approved. It has also won a \$405,000 Public Charter School Start-Up grant, but this initial grant has expired. The School will reapply for the Public Charter School Grant and expects to be awarded in the new amount of \$450,000. With these grants, Ingenium Charter School has adequate start-funds to open in 2010.

Ingenium Schools will apply for a revolving loan as a back-up to support first year cash flow. Revolving loans are provided by the State in the amount of \$250,000 for the first year of operation. Equal repayments are deducted annually from a school's principle apportionment each year thereafter.

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Major Expenses

- **Personnel and Benefits:** Employees and employee benefits will make up over 55% of costs at Ingenium Charter School. Average certificated teacher salaries will be \$45,000 in the school's first year of operations. All full time employees will be entitled to participate in a cafeteria benefit plan funded at \$450/employee/month.
- **Facilities:** Lease expense is based on the terms proposed by the Lessor.
- **Business Services:** A fee equivalent to 3.5% of government revenues has been budgeted for business services.
- **Other Expenses:** Assumptions for other key expenses such as books, supplies, and other operating expenses are in line with the historical performance of other charter schools.
- **Reserve for Economic Uncertainty:** Ingenium Charter School will maintain a reserve for economic uncertainty equivalent to 5% of expenditures.

Model Sensitivities

Ingenium Charter School's budget is most sensitive to:

- 1) The amount of the principal apportionment.
- 2) Average Daily Attendance.
- 3) Certificated teacher salaries.
- 4) Facility costs.

5-YEAR BUDGET PROJECTIONS FOR INGENIUM CHARTER SCHOOL AND 3-YEAR PROJECTED CASH FLOW

See Appendix H.

PROCESS FOR INVESTMENT PROCEDURES AND DEPOSIT OF FUNDS

Ingenium Schools Board will set investment policies and the Executive Director will be responsible for executing those policies. Liquid cash will be invested in a checking account that will require two signatures for withdrawals greater than \$5,000: one by the Executive Director and another by the Board Treasurer or another designated Board member.

PROCEDURE FOR ENSURING ADEQUATE CASH FLOW

The business services provider will prepare monthly cash flow statements comparing actual cash flow to budget. The business services provider will make quarterly presentations to

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Ingenium Schools Board and will highlight cash flow concerns at these presentations or earlier if merited.

CASH AND REVENUE FLOW

Ingenium Charter School is a directly funded charter school. Funds still flowing through SBE will be transferred via journal voucher entry in a timely manner. Warrants are to be payable to Ingenium Charter School.

FINANCIAL REPORTS

Ingenium Charter School will provide any financial information requested by SBE and make its books available to SBE during any business day upon request or within 24 hours. In addition, all legally required financial reports will be submitted to SBE, in the format required by SBE, within time lines specified and clearly communicated by SBE each year. The legally required financial statements include, but are not limited to, the following:

- Provisional Budget – Spring prior to operating fiscal year
- Final Budget – July of the budget fiscal year
- First Interim Projections – November of operating fiscal year
- Second Interim Projections – February of operating fiscal year
- Unaudited Actuals – July following the end of the fiscal year
- Audited Actuals – November following the end of the fiscal year
- Classification Report – monthly the Monday after close of the last day of the school month
- Statistical Report – monthly the Friday after the last day of the school month. In addition:
 - P1, first week of January
 - P2, first week of April
- Other reports requested by SBE

Ingenium Charter School shall promptly respond to all inquiries, including but not limited to, inquiries regarding financial records, from SBE and shall consult with SBE regarding any inquiries.

APPROPRIATION OF FUNDS

Ingenium Charter School shall invest in accordance with Government Code §53600. et seq. The School can lease or acquire any needed facilities with site inspection approval from SBE and Board of Education approval. Any monies accrued from deposits or investments

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must be used to support the instructional program. All funds raised or generated by Ingenium Charter School will remain with the School.

In accordance with current Federal legislation, Ingenium Charter School will apply directly to receive Title I funding based on eligibility of students. Funds will be used to support service personnel, e.g. paraprofessionals, nurse, psychologist, etc., and programs in accordance with federal guidelines. Expenditures of Title I funds will conform to all guidelines, rules, and regulations pertaining to the expenditures of such funds.

After the School submits its ethnic survey information, the type of class-size reduction will be determined during the first year of operation. If court-ordered integration funding is appropriate, pre-dominantly Hispanic, Black, Asian and Other Non-Anglo (PHBAO) teacher to student norming ratio will be approved for the first year of operation. If the School wishes to reduce class size to a lower ratio, court-ordered integration funds cannot be used and funding sources must be identified. Additionally, as documentation for initial and yearly funding, both the Budget Services and Financial Planning Division and the Office of Student Integration Services will use the information listed below:

- Norm Day Classification
- Total School Enrollment
- Number of Students by Grade Levels
- Number of Students by Ethnicities and Grade Levels
- List of Register-Carrying Teachers in Classrooms
- List of All Certificated Personnel
- List of Emergency Credentialed Teachers
- Unfilled Classroom Teacher Positions
- Fiscal Year-End Financial Report
- Number of Students Living Outside LAUSD Attendance Area

Court-ordered integration compliance will also include appropriate recordkeeping within Ingenium Charter School's budget line items to ensure that court-ordered integration funds are used specifically as designated, e.g., number and cost for class-size reduction position(s). Ingenium Charter School will provide to SBE all requested information using SBE forms, including ethnic survey and Parent Conferences Program documentation.

Any modification to Court-ordered Integration Program must first be approved by the Office of Student Integration Services of SBE.

DESCRIPTION OF THE FACILITY TO BE USED BY THE SCHOOL

No district or county facilities will be used by the Charter School.

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Ingenium Charter School will lease the site at 1717 E. Carson Street, Carson, CA 90745. The buildings there are single story structures of modern construction. They are a church and Sunday school; the buildings require modest tenant improvement to be used as a charter school.

The school's facility may be inspected by California State Board of Education for compliance with Uniform Building Codes, Federal Americans With Disabilities Act (ADA) access requirements, and any other applicable fire, health, and structural safety requirements. Certificate of Occupancy and all other records will be kept on file by the School. The Certificate of Occupancy will be provided to SBE 45 days prior to the opening of Ingenium Charter School.

The School's safety plan appears Appendix F and is in continued development. Ingenium Charter School will maintain active safety plans on file as required by California Education Code.

Ingenium Charter School will hire its own contractors and other appropriate resources as necessary in order to perform maintenance and operations functions required at its facility.

If Ingenium Charter School fails to submit a certificate of occupancy to SBE not less than 45 days before the school is scheduled to open, it may not open unless an exception is made by the CDE Charter Schools Division. If Ingenium moves or expands to another facility during the term of this charter, Ingenium shall provide a certificate of occupancy to SBE for each facility at least 45 days before school is scheduled to open in the facility or facilities. Ingenium shall not open in any location for which it has failed to timely provide a certificate of occupancy to SBE, unless an exception is made by the CDE Charter Schools Division. 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 (Element 16).

If SBE facilities are used during the term of this charter, the school shall abide by all SBE policies relating to Maintenance & Operations Services.

INSURANCE REQUIREMENTS

No coverage shall be provided to the Charter School by SBE under any of SBE's self-insured programs or commercial insurance policies. The Charter School shall secure and maintain, as a minimum, insurance as set forth below with insurance companies acceptable to SBE [A.M. Best A-, VII or better] to protect the Charter School from claims which may arise from its operations. The following insurance policies are required:

1. Workers' Compensation Insurance in accordance with provisions of the California Labor Code, adequate to protect the Charter School from claims under Workers' Compensation Acts which may arise from its operations, including Employers Liability limits of \$1,000,000/\$1,000,000/\$1,000,000.
2. Commercial General Liability coverage of not less than \$5,000,000 for each occurrence. The policy shall be endorsed to name the California State Board of Education as named additional insured and shall provide specifically that any insurance carried by SBE which may be applicable to any claims or loss shall be deemed excess and the Charter Schools insurance primary despite any conflicting

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provisions in the Charter Schools policy. Coverage shall be maintained with no self-insured retention above \$25,000 without approval of SBE.

3. Commercial Auto Liability coverage with limits of \$1,000,000 combined single limit unless the Charter School operates student bus services; if providing student bus services coverage limits not less than \$5,000,000 combined single limit shall be required.
4. Fidelity Bond coverage shall be maintained by the 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 including sexual molestation and abuse coverage [if that coverage is not afforded elsewhere in the Commercial General Liability policy by endorsement or by separate policy] with minimum limits of \$3,000,000 per occurrence.
6. Excess/umbrella insurance with limits of not less than \$10,000,000 required of all high schools and any school which 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.

EVIDENCE OF INSURANCE

The Charter School shall furnish to SBE's Office of Risk Management within 30 days all new policies inception, renewals or changes, certificates or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

"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 SBE."

Facsimile or reproduced signatures may be acceptable; however, SBE reserves the right to require complete certified copies of the required insurance policies.

Should the 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 SBE and its purchase shall be the responsibility of the Charter School.

HOLD HARMLESS/INDEMNIFICATION PROVISION

To the fullest extent permitted by law, the Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the State 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 attorney's fees, brought by any person or entity whatsoever, arising out of, or relating to this charter agreement, except for any such claims, damages, losses and expenses including but

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not limited to attorney's fees, brought by any person or entity whatsoever, arising out of, or relating to this charter agreement. The Charter School further agrees to the fullest SBE 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 attorney's 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 the Charter School and their officers, directors, employees or volunteers.

SBE LIABILITIES

Ingenium Charter School agrees, at its own expense, to indemnify, defend, and hold SBE, its officers, employees, and agents harmless from and against any and all claims, liabilities, or legal proceedings brought by any person or entity whatsoever, arising from, or relating to the charter agreement. Ingenium Charter School further agrees to indemnify, defend, and hold SBE, its officers, employees, and agents harmless from and against claims, liabilities, or legal proceedings brought by any person or entity if such claims, liabilities or proceedings arising from or relating to acts or omission of acts committed by Ingenium Charter School, its officers, employees, or students.

Ingenium Charter School shall be responsible at its own expense for defending any claims, liabilities, or legal proceedings brought against the Charter School by any person or entity.

Ingenium Charter School shall be solely responsible for all cost and expenses related to this charter and operation of Ingenium Charter School, including, but not limited to, cost of insurance, reserves, staff, and operations.

Ingenium Charter School shall have no authority to enter contracts for or on behalf of the California State Board of Education.

Ingenium Charter School administrators and employees are responsible for complying with the Child Abuse and Neglect Reporting Act, California Penal code Sections 11165.7, 11165.8, and 11166.

AB 1994

Consistent with AB 1994, Ingenium Charter School will provide an annual financial report to SBE in a format developed by the Superintendent of Public Instruction. SBE will send this financial report to the Superintendent of Public Instruction. Ingenium Charter School will submit its annual audit to the State Controller, CDE and SBE.

OBLIGATIONS TO COMPLY

Ingenium Charter School accepts and understands its obligation to comply with sections 47611 (STRS) and 41365 (Revolving Loan Fund) of the Education Code and all laws establishing minimum age for school attendance.

DESCRIPTION OF TYPE/SCOPE OF LEGAL SERVICES TO BE USED

Ingenium Charter School does not expect to use a significant amount of legal services. It anticipates a limited review of the agreements entered into with SBE and a review of the Personnel Handbook. Otherwise, a legal services firm will be engaged on an as-needed basis.

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DIRECT FUNDING

In consideration of the services rendered by Ingenium Charter School pursuant to this charter, Ingenium Charter School will receive full and equitable funding pursuant to the Charter School Funding Model for all funds included in the funding model. This includes but is not limited to, revenue limit apportionment, categorical block grant, economic impact aid, and state lottery funds. Ingenium Charter School will receive revenue payments based on student attendance (ADA) records and eligibility requirements. Ingenium Charter School will receive direct funding from the State Fund.

In accordance with applicable law, California's Superintendent of Public Instruction is authorized to make payments and/or apportionment directly to Ingenium Charter School, or to an account held in the name of Ingenium Charter School. Ingenium Charter School will notify the superintendent of schools of the county in the affected year.

As a direct funded charter school Ingenium Charter School will apply directly for categorical funding outside the block grant and complete its own consolidated applications for which charter schools can apply directly. This includes, but is not limited to, programs such as Title 1, deferred maintenance, and the After-School Learning and Safe Neighborhood Partnership programs. Ingenium Charter School will report to federal and state taxing authorities as required by law. Ingenium Charter School is responsible for payment of Social Security and all other applicable taxes.

OPERATIONAL AGREEMENTS

Ingenium Charter School Board of Trustees will enter into an agreement with a provider of charter school business services to support its accounting, budgeting, insurance purchasing, and other administrative services.

According to Education Code §47630.5(b) Charter Schools assigned a number by the State Board of Education after June 1, 1999 are funded based on the Charter School Block Grant. Ingenium Charter School will receive its funds directly. Ingenium Charter School must apply directly for categorical funding outside the block grant and complete its own Consolidated Application.

Ingenium Charter School must engage an independent public accountant, certified by the State of California, to audit the school's financial statements in accordance with generally accepted auditing standards and the audit guide issued by the Controller of the State of California. The independent public accountant and Ingenium Charter School will prepare the necessary financial reports to be submitted to SBE.

Two interim reports and a year-end report, in a format to be provided by SBE, which will include actual and revised budget figures and projected revenues, expenditures and fund balances, will be submitted to the sponsoring district unless a different system is agreed to by all the parties. In addition, financial statements certified by a certified public accountant will be submitted to the sponsoring district within four months following the close of the fiscal year. Audit exceptions must be resolved to the satisfaction of the district.

The following reports will be prepared by the business services provider and submitted to SBE in the required format and within timelines to be specified by SBE each year:

- Provisional Budget – Spring prior to operating fiscal year

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- Final Budget – July of the budget fiscal year
- First Interim Projections – November of operating fiscal year
- Second Interim Projections – February of operating fiscal year
- Unaudited Actuals – July following the end of the fiscal year
- Audited Actuals – November following the end of the fiscal year
- Classification Report – monthly the Monday after close of the last day of the school month
- Statistical Report – monthly the Friday after the last day of the school month.

In addition:

- For P1, first week of January
- For P2, first week of April
- Bell Schedule – annually by November
- Other reports as requested by SBE.

Ingenium Charter School will be responsible for its own financial services (accounting, budgeting, and payroll) and personnel services. SBE may charge for the actual costs of supervisory oversight of the Charter School not to exceed one (1) percent of the revenue of the Charter School.

SBE may charge for the actual costs of supervisory oversight of Ingenium Charter School not to exceed 3 percent of its revenue if Ingenium Charter School is able to obtain substantially rent free facilities from SBE.

The California State Board of Education Food Services Branch will not act as the meal program sponsor nor provide any fiscal agent services. Ingenium Charter School must apply to the state to become its own meal program sponsor for the National School Lunch Program. It is understood that SBE's Food Services Branch will not apply to the state on the school's behalf.

Ingenium Charter School shall conduct all of its financial operations in a timely manner and for all programs (regular, categorical, and special education) through procedures established by the State of California and the Federal Government, as appropriate. For Federal programs, including Title I, the criteria for eligibility and fiscal guidelines will be as established by the Federal Government. Charter schools that elect to receive funding directly are responsible for meeting eligibility and fiscal requirements established by the Federal Government and for completing the Consolidated Application. Ingenium Charter School shall provide SBE with all financial and related reports, including enrollment attendance to enable

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SBE to meet its requirements by law. Notwithstanding the expectation of Ingenium Charter School to receive Title I funding under Federal guidelines, said funding may not be forthcoming until the school meets established criteria for a determined school year.

If requested by Ingenium Charter School, SBE may at its discretion provide services to Ingenium Charter School on a fee-for-service basis (subject to availability). Cost is determined by SBE for services provided to Ingenium Charter School.

MCKINNEY-VENTO ACT

Ingenium Charter School will comply with the McKinney-Vento Homeless Assistance Act for homeless children.

FERPA/CONFIDENTIALITY OF PUPIL RECORDS

Ingenium Charter School's registration materials will include a parent waiver and consent form to disclose certain types of student information in order to enable students to grade each others' papers and teachers to post graded papers in compliance with *Falvo v. Owasso Ind. School District*, 2000 WL 1472451 (10th Cir. 2000).

The waiver and consent to disclose student information will give parents an opportunity to grant permission to Ingenium Charter School to release information about their child in connection with inclusion in publications of student's names as part of school achievement; public display of student artwork and other school-related material which may bear any award, grade earned and the student's name; group-grading exercises in which students may grade each other's assignments; cooperative or group projects in which a single grade is given to a group, etc.

In addition, the following procedures will be followed in regard to access to student records to ensure compliance with FERPA regulations.

- A) Parents, Student, Former Student or Parent of Former Student Under Age 18.
 - a. A student's parent or legal guardian shall have access to educational records by scheduled appointments.
 - b. A counselor or other school official competent in interpreting student records must be present to explain the records that are examined.
 - c. The following exception shall be made to the principle of parent consent with respect to a student's age and his/her legal rights: A parent of a student or former student shall have access to his/her child's records as long as the child is a dependent and is under 18 years of age.
 - d. Parents or legal guardians shall be granted the opportunity to copy student records at a reasonable cost.

B) Family Members Other Than Parents

Requests for information contained in the student's record shall not be honored when made by a student's relative or immediate family members other than parents or legal guardi-

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ans whether the request is made in writing or in person. The release of information to those persons can be made only with the consent of parents or legal guardians. For the cases of “person acting as a parent” or surrogate parents of “wards of state” documentation should be verified. A surrogate parent will be assigned by Ingenium Charter School for students that are “wards of the state.”

C) Licensed School Staff

Only licensed school personnel who have a proper educational purpose shall have access to student records. Staff members shall respect and observe the importance of the student record. The utmost personal and professional responsibility is required in the uses to which they put their special knowledge about a student.

D) Support Staff

Support staff will have access to student records only in the routine performance of duty under supervision of a certified person. They will not evaluate or interpret records.

E) Court, Agency, or Institution

All information released to a court, agency, or institution should be directed to a specifically named representative there from. Requests for information originating from any federal, state, county, or local agency having any legitimate interest in the student’s record and exercising the power of judicial order to subpoena may be processed according to these regulations so long as the use is consistent with their statutory powers or responsibility.

Notice of the receipt of the order or subpoena shall be given to the student’s parents.

F) Other

No person may have access to any data in a student’s records except under one of the following circumstances:

- a. When proper written consent to the access of such records has been obtained, the consent must be given by the student’s parent or legal guardian. However, when a student reaches the age of 18 years, his or her consent, and not that of the parents or legal guardians, must be obtained for access of the information. The written consent must specify the records to be accessible and to whom they are to be accessible. Each request for consent must be handled separately; blanket permission for the access of the information shall not be honored.
- b. When data for outside research purposes are obtained, it should be done in such a manner that no individual student is identifiable.
- c. Licensed school personnel shall have access to pertinent educational records for legitimate reasons.

G) The Right to Withhold Information

In the course of processing a request for information, a reasonable doubt on any aspect of the request or concern about the authorization to process the request shall be deemed suffi-

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cient reason for the staff member to act in a prudent manner and to withhold all or part of the information until such time as the question is resolved.

AMENDMENTS TO BYLAWS

Any amendments to Ingenium Charter School bylaws that affect the operation of the school must be approved through SBE's petition amendment process.

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**APPENDIX A:
PARENT SIGNATURES**

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**APPENDIX B:
DEMOGRAPHIC INFORMATION**

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DEMOGRAPHIC INFORMATION FOR PROSPECTIVE SITE
(Surrounding schools data)

	Distance (miles)	# of Students	Multi-Track?	Program Improvement	Met-Schoolwide Target	Met-Subgroup Target	State Ranking	Similar Schools	Free/Reduced Lunch	Hispanic	African American	Filipino	Pacific Islander	ELL
LAUSD SCHOOLS														
Del Amo Elementary School	0.6	481	No	No	Yes	Yes	800	7	9	70%	45%	17%	21%	11%
Carrigie Middle School	1.1	1,726	No	Yes	No	No	648	2	3	74%	54%	19%	15%	15%
Bonita Elementary School	1.2	621	No	No	No	No	769	6	7	73%	45%	14%	26%	16%
Carson Elementary School	1.9	720	No	No	No	No	770	6	9	75%	58%	5%	24%	26%
Dolores Elementary School	2.4	708	No	No	No	No	758	6	3	63%	55%	5%	23%	15%
Caroldale Learning Community	3	1,051	No	No	No	No	779	6	5	55%	45%	10%	31%	17%
Catskill Elementary School	3.1	803	No	No	Yes	Yes	739	5	6	82%	74%	8%	12%	3%
Broad Avenue Elementary School	3.2	976	Yes	Yes	No	No	701	3	4	83%	88%	2%	3%	31%
Banning High School	3.4	3,501	No	No	Yes	No	589	1	3	63%	87%	6%	2%	23%
Charter Schools														
Lifeline Education Charter School	5.9	339	No	No	No	No	611	2	3	N/A	57%	42%	0%	13%
Media Art Academy at Centinela	9.4	141	No	No	Yes	Yes	537	N/A	N/A	40%	62%	36%	0%	1%
Crescendo Charter Academy	12.5	158	No	No	N/A	N/A	724	N/A	N/A	92%	5%	95%	0%	4%
Heritage College-Ready Academy High School	10.7	276	No	No	Yes	Yes	674	2	8	96%	57%	38%	0%	21%

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**APPENDIX C:
SCHOOL CALENDAR**

INGENIUM CHARTER SCHOOL

Ingenium Charter School
School Calendar
2009-2010

	1 st week M T W T F	2 nd week M T W T F	3 rd week M T W T F	4 th week M T W T F	Days Taught	Teacher Work Days	Legal Holiday	Local Holiday
August	Aug. 10 11 12 13 14	17 18 19 20 21	24 25 26 27 28	Sept. 31 1 2 3 4				
1 st school month								
Aug. 31 – Oct. 2	7 8 9 10 11	14 15 16 17 18	21 22 23 24 25	Oct. 28 29 30 1 2	24	1	1	
2 nd school month								
Oct. 5 – Oct. 30	5 6 7 8 9	12 13 14 15 16	19 20 21 22 23	26 27 28 29 30	19			
3 rd school month								
Nov. 2 – Nov. 27	Nov. 2 3 4 5 6	9 10 11 12 13	16 17 18 19 20	26 27 28 29 30	14		2	4
4 th school month								
Nov. 30 – Jan. 1	Nov. Dec. 30 1 2 3 4	7 8 9 10 11	14 15 16 17 18	21 22 23 24 25	15		2	8
5 th school month								
Jan. 4 – Jan. 29	Jan. 4 5 6 7 8	11 12 13 14 15	18 19 20 21 22	25 26 27 28 29	18	1	1	
6 th school month								
Feb. 1 – Feb. 26	Feb. 1 2 3 4 5	8 9 10 11 12	15 16 17 18 19	22 23 24 25 26	18		2	
7 th school month								
Mar. 1 – Mar. 26	Mar. 1 2 3 4 5	8 9 10 11 12	15 16 17 18 19	22 23 24 25 26	20			
8 th school month								
Mar. 29 – Apr. 23	Mar. Apr. 29 30 31 1 2	5 6 7	12 13 14 15 16	19 20 21 22 23	15			5
9 th school month								
Apr. 26 – May 21	Apr. 26 27 28 29 30	May 3 4 5 6 7	10 11 12 13 14	17 18 19 20 21	20			
10 th school month								
May 24 – June 18	May 24 25 26 27 28	May June 31 1 2 3 4	7 8 9 10 11	14 15 16 17 18	17	1	1	
Total Days					180	3	9	17
1 st quarter:	Aug. 31 – Oct. 30 (43 days)	Legal Holidays:	Sept. 7, Nov. 11, Nov. 26, Dec. 25, Jan. 1, Jan. 18, Feb. 12, Feb. 15, May 31					
2 nd quarter:	Nov. 2 – Jan. 28 (47 days)	Teacher Work Day:	Aug. 28, Jan. 29, June 17					
3 rd quarter:	Feb. 1 – April 2 (43 days)							
4 th quarter:	April 12 – June 16 (47 days)							
First day of school for students:	August 31							
Last day of school for students:	June 16							

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**APPENDIX D:
PERSONNEL HANDBOOK**

INGENIUM CHARTER SCHOOL

WELCOME TO INGENIUM CHARTER SCHOOL!

On behalf of Ingenium Charter School's Board of Trustees, faculty, families, and students, welcome to our community of learners in pursuit of an excellent education for all students. At Ingenium Charter School we believe that each one of us has strengths to offer in addition to areas for growth. As such we deeply value our collaborative process of learning and are excited to learn and grow with you.

Ingenium Charter School is committed to the shared responsibility of preparing all learners for productive, responsible citizenship in an ever-changing world.

This handbook is a guide for all Ingenium Charter School employees as we seek to carry out our important work and achieve our mission. It is designed to ensure safety, accountability and a cohesive learning environment for Ingenium Charter School.

HANDBOOK USE AND PURPOSE

This Handbook is designed to help employees get acquainted with Ingenium Charter School. It explains some of our philosophies and beliefs and describes, in general terms, our employment guidelines. We hope that this Handbook will serve as a useful reference document for employees throughout their employment at Ingenium Charter School. Employees should understand, however, that this Handbook is not intended to be a contract (express or implied); nor is it intended to otherwise create any legally enforceable obligations on the part of Ingenium Charter School or its employees. In no way does the Handbook replace the official plan documents (i.e., health insurance, retirement plan, etc.) or insurance contracts, which will govern in all cases.

Because Ingenium Charter School is a growing and changing organization, it reserves full discretion to add to, modify, or delete provisions of this Handbook, or the policies and procedures on which they may be based, at any time without advance notice. Ingenium Charter School also reserves the right to interpret any of the provisions set forth in this Handbook in any manner it deems appropriate.

No individual other than the Executive Director has the authority to enter into any employment or other agreement that modifies Ingenium Charter School's policies. Any such modification *must* be in writing.

Employees should sign the acknowledgment form at the back of this Handbook, tear it out, and return it to the Office Manager. This will provide Ingenium Charter School with a record that each employee has received this Handbook.

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INGENIUM CHARTER SCHOOL PERSONNEL HANDBOOK ACKNOWLEDGEMENT

By my signature below, I acknowledge that I have received a copy of Ingenium Charter School's Personnel Handbook on the date indicated below and agree to my at-will employment as described below. I acknowledge that it is my responsibility to read and review the Personnel Handbook carefully. I also acknowledge that it is my responsibility to ask for clarification if I do not understand any of the policies included in the Personnel Handbook.

I understand that the Personnel Handbook contains important information regarding Ingenium Charter School's expectations, policies, and guidelines and that I am expected to comply with these expectations, policies, and guidelines at all times. I understand that the Personnel Handbook does not provide a binding contract but provides guidelines for personnel concerning some of Ingenium Charter School's policies.

Just as I am free to terminate the employment relationship with Ingenium Charter School at any time, Ingenium Charter School, in its sole discretion, also reserves the right to modify or terminate the employment relationship with me at any time for any or no reason. Further, there is no agreement, express or implied, written or verbal, between the employee and Ingenium Charter School for any specific period of employment, for continuing or long-term employment, or for guaranteed terms and conditions of employment

Other than Ingenium Schools Board of Trustees, no other entity or person has the authority to modify this personnel handbook.

<hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Employee Name (printed)	<hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Employee Signature
<hr style="border: 1px solid black; margin-bottom: 5px;"/> Date	

(PLEASE RETURN TO INGENIUM CHARTER OFFICE MANAGER)

INGENIUM CHARTER SCHOOL

Equal Opportunity Employer

Ingenium Charter School is an equal opportunity employer. It is the policy of Ingenium Charter School to afford equal employment and advancement opportunity to all qualified individuals without regard to race, creed, color, religion, national origin, ancestry, sex, sexual orientation, age, physical or mental disability, marital status, citizenship status, medical condition, or any other legally protected status. This policy extends to all employees and to all aspects of the employment relationship, including the hiring of new employees and the training, transfer, promotion, compensation and benefits of existing employees.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, Ingenium Charter School will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee unless undue hardship would result.

Any applicant or employee who requires an accommodation in order to perform the essential functions of the job should contact an Ingenium Charter School representative with day-to-day personnel responsibilities and request such an accommodation. The individual with the disability should specify what accommodation he or she needs to perform the job. Ingenium Charter School then will conduct an investigation to identify the barriers that interfere with the equal opportunity of the applicant or employee to perform his or her job. Ingenium Charter School will identify possible accommodations, if any, that will help eliminate the limitation. If the accommodation is reasonable, allows the employee to fulfill their assigned duties, and will not impose an undue hardship, Ingenium Charter School will make the accommodation.

AT-WILL STATUS EMPLOYMENT

It is the policy of Ingenium Charter School that all employees are employed at the will of Ingenium Charter School for an indefinite period. Accordingly, either Ingenium Charter School or the employee can terminate this relationship at any time, for any reason, without cause, and with or without notice.

Nothing contained in this Handbook, employment applications, Ingenium Charter School memoranda, or other materials provided to employees in connection with their employment shall require Ingenium Charter School to have "cause" to terminate an employee or otherwise restrict Ingenium Charter School's right to terminate an employee at any time for any reason. Statements of specific grounds for termination set forth in this Handbook or elsewhere are not all-inclusive and are not intended to restrict Ingenium Charter School's right to terminate at will. Other than the Executive Director with ratification by the Ingenium Schools Board of Trustees, no Ingenium Charter School representative is authorized to modify this policy for any employee.

No Ingenium Charter School representative is authorized to modify this policy for any employee or to make any representations to employees or applicants concerning the terms or conditions of employment with Ingenium Charter School that are not consistent with Ingenium Charter School's policy on "at will" employment.

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This policy shall not be modified by any statements contained in this Handbook or employee applications, Ingenium Charter School memoranda, Ingenium Charter School commission agreements, or other materials provided to employees in connection with their employment. Further, none of those documents, whether singly or combined, or any employment practices shall create an express or implied contract of employment for a definite period nor an express or implied contract concerning any terms or conditions of employment.

PERSONNEL FILES AND RECORD KEEPING PROTOCOLS

At the time of your employment, a personnel file is established for you. Please keep your supervisor advised of changes that should be reflected in your personnel file. Such changes include: change in address, telephone number, marital status, number of dependents and person(s) to notify in case of emergency. Prompt notification of these changes is essential and will enable Ingenium Charter School to contact you should the change affect your other records.

You have the right to inspect certain documents in your personnel file, as provided by law, in the presence of an Ingenium Charter School representative at a mutually convenient time. No copies of documents in your file may be made with the exception of documents you have previously signed. You may add your comments to any disputed item in the file. Ingenium Charter School will restrict disclosure of your personnel file to authorized individuals within Ingenium Charter School. A request for information contained in the personnel file must be directed to your supervisor. Only the Principal is authorized to release information about current or former employees. Disclosure of information to outside sources will be limited. However, Ingenium Charter School will cooperate with requests from authorized law enforcement or local, state or federal agencies conducting official investigations or as otherwise legally required.

THE PROFESSIONAL ENVIRONMENT OF INGENIUM CHARTER SCHOOL

CHARTER SCHOOL BACKGROUND

Charter schools are nonsectarian public schools of choice that operate with freedom from many of the regulations that apply to traditional public schools. The “charter” establishing each such school is a performance contract detailing the school’s mission, program, goals, students served, methods of assessment, and ways to measure success. Following the initial five-year charter approval in SBE, the length of time for which charters are granted in California is five years. At the end of the term, the entity granting the charter may renew the school’s contract. Charter schools are accountable to their sponsor—in our case, the California State Board of Education—to produce positive academic results and adhere to the charter contract. The basic concept of charter schools is that they exercise increased autonomy in return for this accountability. They are accountable for both academic results and fiscal practices to several groups: the sponsor that grants them, the parents and students who choose them, and the public that funds them.

GENERAL PROFESSIONAL EXPECTATIONS

At Ingenium Charter School, we regard the work we do to be of the utmost importance. Therefore, we have very high expectations for professionalism and performance of each one

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of our employees. All employees should treat all individuals, students, teachers, directors, volunteers, and family members with respect and approach all situations as opportunities to learn.

INGENIUM CHARTER SCHOOL GUIDING PRINCIPLES

At Ingenium Charter School, we are guided by several principles that shape how we interact and work together. The principles are woven throughout our curriculum and are the standards by which we measure our individual behavior and community culture. Employees are expected to conduct themselves at all times in a manner consistent with Ingenium Charter School Guiding Principles for personal character and professionalism, with students, parents, prospective parents, co-workers, and the community.

These guiding principles are:

Responsibility

We take responsibility for our own actions and expect that others will as well. Each Ingenium Charter School community member is also responsible to the larger school community as a steward of the school.

Communication

We effectively communicate with a variety of audiences using the written and spoken word and visual and technical tools. It is our goal that students become confident communicators that speak with conviction and resolve. Effective communication is an essential aspect of our school community and is expected of and modeled by adults.

Courage

We believe that learning often requires one to step out of their comfort zone to stretch personal limits. Community members maintain and operate in an environment that enables, supports, and recognizes others as they take risks and push their personal growth.

Persistence

We value the persistence necessary to develop creative solutions and the discipline to see a task to completion. All members of our community set goals, which they work towards either individually and/or collaboratively.

Integrity

We expect all community members to operate with honesty and sincerity at all times. Integrity is the foundation upon which trust and respect are built and the foundation that we all need to set. We also recognize that we will make mistakes and integrity includes fixing our mistakes when they occur.

Compassion

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Ingenium Charter School is a caring community where individuals feel heard and understood. Our compassionate community creates a safe learning environment for all members at all times.

EMPLOYMENT AT INGENIUM CHARTER SCHOOL**LICENSURE AND CERTIFICATION***Core Teaching Staff*

All teaching staff, further defined by the terms of the charter as “core” teachers, including substitutes, shall be certified by the Commission On Teacher Credentialing with a valid credential and shall be required to pass the CBEST. However, teachers-in-training who are working toward a credential and others with specialized and appropriate experience may also be retained if their skills and abilities will further the educational mission of the Charter School and if they are in the process of securing a credential.

Non-Core Teaching Staff

Non-core teachers are not required to hold credentials but must demonstrate subject knowledge and the ability to work well with students, as well as the ability to carry out the roles and responsibilities as stated in their specific job description.

Other Staff, and Consultants

All other staff must demonstrate the abilities necessary to effectively carry out their responsibilities and do not require a California Teaching Credential.

PERFORMANCE STANDARDS AND EVALUATION OF TEACHERS AND STAFF

The Principal, using both formal and informal observations, will observe all teachers on an ongoing basis. Informal observations can occur during any instructional time and will include a post-observation conference. Formal observations will include a pre-observation conference as well as a post-observation conference. Pre-observation may be in person. Post-observation conferences will be in person and will occur within three (3) school days. During the school year, each teacher will be observed at least once per month including at least two (2) formal observations per year. Results of formal and informal observations, consisting of the employee’s and the Principal’s observations and recommendations, will be put in writing and included within the employee’s own Professional Development Notebook and the school’s personnel file. Nothing in this section limits the Principal from conducting other observations of an informal or unannounced nature.

PROFESSIONAL DEVELOPMENT NOTEBOOK

Each Ingenium Charter School employee shall create, maintain, and attain a Professional Development Notebook (PDN), a method for employees to set professional goals, delineate benchmarks, and measure professional growth. Formal PDN creation will occur during the summer Professional Development Institute where the employee will delineate their professional goals for continuous improvement. There shall be a formal PDN review three months after the start of the school year. The purpose of the three-month PDN review shall be to review the employee’s self-assessment, the job

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description, areas of responsibility, and progress toward goals and outcomes, noting particularly good work, areas for improvement and skill development, and deficient work, and developing a clear plan for improvement. In addition, at the three-month PDN review, the teacher will provide feedback to the Principal specific to the Principal's job performance and the Principal will share with the employee his/her own self-assessment and PDN. Any written feedback or self-assessment materials may be placed into the Principal's personnel file. After six months from the start of the school year, a second PDN review will be held to determine progress made specific to three-month PDN review goals. At that time, the Principal will inform the employee and report to the Principal recommendations regarding the employee's continued employment for the subsequent school year. Results of these reviews will be put in writing and placed within the employee's own PDP and the school's personnel file. At the end of the school year, a PDN conference will be held to reflect upon the employee's professional development goals for continuous improvement.

Professional Development Plan Schedule – At a Glance

Task	When?	Who?
Develop Professional Development Notebook for Upcoming School Year	Professional Development Institute – August of each year	Teachers, Administrative Staff
1 st Formal PDN Review	End of November	All Employees Who Maintain a PDN
2 nd Formal PDN Review	End of January	All Employees Who Maintain a PDN

RESPONSE TO OBSERVATION AND REVIEW FINDINGS

All employees shall have the right to make written objections to the observations or review findings within one week of receipt by stating areas of disagreement. These objections will be attached to the observation and/or evaluation and kept in the employee's personnel file.

PERFORMANCE STANDARDS AND EVALUATION OF PRINCIPAL

The Principal shall be evaluated by the Executive Director prior to the end of each year's contract based on criteria set forth by job responsibilities. The Principal will be responsible for collecting staff, parent and student feedback on job performance using measurement instruments developed and approved by the Executive Director. The Principal will also be asked to share and reflect upon the contents of their Professional Development Plan during their evaluation. Results shall be in writing and included in the employee's Professional Development Plan and personnel file.

WORK SCHEDULE

Teachers are on an eleven-month work year and begin official duties on the first day of the Professional Development Institute. Administrators are on a twelve-month work year.

SCHOOL DAY
CORE ACADEMIC PROGRAM: 7:45 A.M. – 3:20 P.M.

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Ingenium Charter School's school year calendar (including holidays) mimics LAUSD's single track schedule.

COMPENSATION AND BENEFITS**FACULTY AND STAFF COMPENSATION**

The Principal shall propose a salary schedule in accordance with the terms of the Charter and will present them for approval to the Personnel Committee of the Board of Trustees. Individual faculty and staff salaries will be determined each year according to Ingenium Charter School's staffing needs and budget availability.

FACULTY AND STAFF BENEFITS

Ingenium Charter School will provide health insurance coverage for current staff provided such coverage is commercially or otherwise available at reasonable cost. Ingenium Charter School will pay the cost of such coverage for full time employees. Part time employees working 1/2 time may also request such coverage and the cost of such coverage will be prorated between Ingenium Charter School and the Employee. Ingenium Charter School contribution shall represent the proportion the hours worked by the employee to a full-time equivalent position. No staff member will receive paid health benefits beyond their term of employment.

*Medical Plans***Eligibility**

An Employee is eligible for medical coverage if she/he is a full-time regular employee working for Ingenium Charter School or a part-time regular employee working for Ingenium Charter School. "Full-time" employee means that you are hired to work at least 40 regular hours per week. "Part-time" employee means that you are hired to work at least 20 regular hours per week. Temporary and internship employees are not eligible to participate in the plans. Ingenium Charter School plan does not cover the cost of medical coverage for dependents.

When Coverage Starts

Your coverage will begin on your first day of official employment, where possible. Your enrollment form must be submitted to the Principal as soon as possible. This form serves as a request for coverage, and authorizes any payroll deductions necessary to pay for your coverage.

Cost of Coverage

The current cost for coverage under the plan is available from the Principal. This cost may change from time to time.

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*Payroll Information***Payroll Withholdings**

Ingenium Charter School is required by law to withhold Federal Income Tax, State Income Tax, Social Security (FICA) and State Disability Insurance from each employee's pay as follows:

1. Federal Income Tax Withholding: The amount varies with the number of exemptions the employee claims and, of course, the gross pay amount.
2. State Income Tax Withholding: The same factors that apply to federal withholdings apply to state withholdings.
3. Social Security (FICA): The Federal Insurance Contribution Act requires that a certain percentage of employee earnings be deducted and forwarded to the federal government, together with an equal amount contributed by Ingenium Charter School. This does not apply when eligible employees utilize STRS.
4. State Disability Insurance (SDI): This state fund is used to provide benefits to those out of work because of illness or disability.

Every deduction from your paycheck is explained on your check voucher. If you do not understand the deductions, ask the Office Manager to explain them to you. You may change the number of withholding allowances you wish to claim for Federal Income Tax purposes at any time by filling out a new W-4 form and submitting it to your supervisor. Your office maintains a supply of these forms.

All Federal, State, and Social Security taxes will be automatically deducted from paychecks. Federal Withholding Tax deduction is determined by the employee's W-4 form. The W-4 form should be completed upon hire and it is the employee's responsibility to report any changes in filing status to the Office Manager and to fill out a new W-4 form.

At the end of the calendar year, a "withholding statement" (W-2) will be prepared and forwarded to each employee for use in connection with preparation of income tax returns. The W-2 shows Social Security information, taxes withheld and total wages.

Overtime Pay

Whether an employee is exempt from or subject to overtime pay will be determined on a case-by-case basis and will be indicated in the employee's job description. Employees may be required to work beyond the regularly scheduled workday or workweek as necessary. Only actual hours worked in a given workday or workweek can apply in calculating overtime. Ingenium Charter School will attempt to distribute overtime evenly and accommodate individual schedules. Your supervisor must previously authorize all overtime work. Ingenium Charter School provides compensation for all overtime hours worked by non-exempt employees in accordance with state and federal law as follows:

For employees subject to overtime, all hours worked in excess of eight (8) hours in one workday or forty (40) hours in one workweek shall be treated as overtime. The workday begins at 12:01 a.m. and ends at midnight twenty-four (24) hours later. Workweeks begin each

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Sunday at 12:01 a.m. Compensation for hours in excess of forty (40) for the workweek or in excess of eight (8) and not more than twelve (12) for the workday, and for the first eight (8) hours on the seventh consecutive day in one workweek, shall be paid at a rate of one and one-half times the employee's regular rate of pay. Compensation for hours in excess of twelve (12) in one workday and an excess of eight (8) on the seventh consecutive workday of the workweek shall be paid at double the regular rate of pay.

Exempt employees may have to work hours beyond their normal schedules, as work demands require. No overtime compensation will be paid to these exempt employees.

Paydays

Paydays are scheduled on the last day of each month. If you observe any error in your check, please report it immediately to your supervisor.

Wage Attachments and Garnishments

Under normal circumstances, Ingenium Charter School will not assist creditors in the collection of personal debts from its employees. However, creditors may resort to certain legal procedures such as garnishments, levies or judgments that require Ingenium Charter School, by law, to withhold part of your earnings in their favor.

You are strongly encouraged to avoid such wage attachments and garnishments. If Ingenium Charter School is presented a second garnishment request concerning you, your managers will discuss the situation with you.

LEAVES AND ABSENCES

Holidays

See School Calendar above for paid holidays.

Leaves of Absence

Ingenium Charter School's policy is to grant leaves of absence to eligible employees on a non-discriminatory basis within the parameters of our policies and applicable law. Leave may be used, as necessary, for personal emergency, medical disability, bereavement, jury/witness duty or military duty. Eligibility for State Disability benefits commences on the 7th day of illness or immediately upon hospitalization.

All requests for leaves of absence must be submitted in writing to the Principal. Moreover, an employee must provide Ingenium Charter School with reasonable notice of his/her desire or need to take a leave of absence wherever possible. Leaves of absence will be issued on a discretionary basis by the Principal as necessary.

Unless specifically provided otherwise, all leaves of absence are available only on an unpaid basis. Moreover, employees will not accrue benefits such as the accrual of sick/personal days during an unpaid leave of absence. Furthermore, employees taking a leave of absence must pay for the entire cost of health insurance under the following circumstances:

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- In the case of medical leave, for any period of a medical leave of absence which exceeds thirty (30) days; or
- In the case of all other leaves, for the entire period of the leave.

Employees must arrange to ensure that all insurance premiums are paid before their leave commences. Unless additional time is guaranteed to an individual by law, failure to arrange for payment of the insurance premiums will result in a lapse of insurance coverage on the 31st day following the commencement of a medical leave and on the first day of a non-medical leave.

Because Ingenium Charter School is a small organization and every employee is a vital link in the operation of the School, serious illness may necessitate replacement, at least on a temporary basis.

Personal Leave of Absence

A regular, full-time employee who has been continuously employed by Ingenium Charter School for at least one (1) full year, may request a personal leave of absence is given a subsequent Fixed Term employment contract. The leave of absence may be granted for a reasonable period of time, not to exceed four (4) weeks. However, the leave may be extended for a reasonable period of time due to special circumstances, as determined on a case-by-case basis by the Principal. Requests for personal leave must be submitted in writing to the Principal before the leave begins. Likewise, requests for extensions of personal leaves must be submitted, in writing, to The Principal. The request for an extension must be approved, in writing, by the Principal before the extended period of leave begins. It is the employee's responsibility to report for work on the workday after the leave expires. An employee who fails to report for work on the workday after the leave expires will be considered to have voluntarily terminated his/her employment. Requests for personal leaves of absence and extensions of those leaves of absence will be considered based on the anticipated impact on Ingenium Charter School community.

Medical Leave

Employees may request a medical leave of absence for reasons of established illness or injury. During an approved medical leave, you are permitted to use your accrued sick/personal days for a continuation of income during the leave.

Non-Occupational Disabilities

An employee who is temporarily unable to perform his/her usual work duties due to an injury or illness may be granted a medical leave of absence. A request for such a leave of absence may be submitted by an employee who is temporarily disabled or unable to work due to a personal injury or illness. Medical leaves of absence will be granted for the period of the illness or disability up to six (6) weeks. Medical leaves only may be extended beyond this period with the prior written approval of the Principal. An employee seeking a medical leave of absence must provide the Principal with the following information in writing as soon as s/he becomes aware of the need for a leave of absence under this policy:

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- The reason the leave of absence is being requested;
- The anticipated dates on which the leave is expected to begin and end; and
- A healthcare provider's certification that the employee has the disability in question.

Occupational Disabilities

An employee who sustains a work-related injury shall be granted a leave of absence upon written request to the Principal. Subject to any legally permissible limitations, a leave of absence for a work-related disability shall be extended to the employee for the duration of his/her work related disability until one of the following situations takes place:

- The employee is released for full or partial duty;
- Ingenium Charter School receives medical evidence satisfactory to it that the employee will be unable to return to work; or
- The employee resigns or actually or constructively informs Ingenium Charter School that s/he does not intend to return to Ingenium Charter School employ.

Before returning to work following any medical leave of absence, an employee must submit a health care provider's verification stating the employee's ability to return to work and the date s/he is able to return.

Family Medical Leave

Ingenium Charter School will comply with the provisions of State and Federal Law relating to family care leave.

At present, Ingenium Charter School does not have fifty (50) or more employees, so the Family Medical Leave Act and the California Family Rights Act do not require additional obligations of our organization at this time

Pregnancy Disability Leave

Female employees who must take a leave of absence due to a pregnancy-related disability shall be granted a pregnancy disability leave of absence without pay for the period of time the employee is unable to work for Ingenium Charter School through the date the employee is no longer disabled, up to a maximum of four (4) months. As an alternative, if the employee requests, Ingenium Charter School may transfer the employee to a less strenuous or hazardous position if the transfer can be reasonably accommodated.

An employee requesting to take a pregnancy disability leave must provide Ingenium Charter School with reasonable advance notice. As with other medical leaves of absence, Ingenium Charter School also will require the employee returning to work to submit a certifi-

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icate from a health care provider that the employee is able to return to work and the date she is able to do so.

An employee who returns to work from a pregnancy-related disability leave will be returned to her former position, if possible, or a substantially similar job, except under circumstances permitted by law. The employee shall give Ingenium Charter School reasonable notice of the date she intends to return to work.

Bereavement Leave

Employees who regularly work 20 or more hours per week may be granted up to three (3) days of paid bereavement leave if they suffer the loss of an immediate family member. This time may also be used for handling death-related personal affairs. The employee may also be granted up to one full day of paid leave to attend the funeral of a relative who is not in the employee's immediate family.

Employees who work less than 20 hours per week are entitled to unpaid leave to attend the funeral of an immediate family member or other relative.

Any employee who requires more than three (3) days of bereavement leave must submit a written request to the Principal and must receive written approval from the supervisor prior to the taking of any leave.

Jury Duty/Witness Duty

Regular full-time and part-time non-exempt employees will be excused from work for required duty as a juror or witness, but this time shall be unpaid.

All employees should notify the Principal immediately when they receive notice to report for jury or witness duty. Employees must show proof of jury or witness service. On any day of jury service in which an employee is excused entirely or in sufficient time to permit him/her to return to work for a minimum of one-half (1/2) of his/her regularly scheduled work day, s/he will be required to report to work.

Military Leaves of Absence

Military leaves of absence will be granted without pay in accordance with State and Federal Law. However, in order to be eligible, employees must submit verifications from the appropriate military authority.

*Standards of Conduct***Punctuality and Attendance**

Any employee who is unable to report for work on any particular day must call their supervisor at least one hour before the start of the scheduled workday. If an employee fails to report to work without notification to their supervisor, the school may consider that employee has abandoned his/her employment and has voluntarily terminated the employment.

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Any teacher who is unable to report for work must arrange for a substitute teacher for the duration of the absence. The substitute selected must be from Ingenium Charter School substitute pool. The employee must inform the Principal with the name and contact information of the designated substitute prior to their scheduled absence.

Upon returning to work after an absence for any reason, the employee must complete an absence form and turn it in to their supervisor by the end of the workday on which the employee returns. If an employee is absent for medical reasons for more than ten (10) working days, the employee must, immediately upon his or her intended day of return to work, provide the supervisor with a physician's statement certifying that the employee is able to return.

Arrangement for Substitutes

Once teachers know of their anticipated absence, they are required to call the Principal and then make arrangements for substitutes using designated individuals from Ingenium Charter School Substitute Pool.

Personal Appearance and Conduct

Employees are expected to wear clothing appropriate for the nature of our business and the type of work performed. Because each employee is a representative of Ingenium Charter School in the eyes of the public, each employee must report to work properly groomed, wearing appropriate clothing and maintaining a professional appearance that sets a good example for Ingenium Charter School students.

POLICY AGAINST SEXUAL HARASSMENT

All employees should be able to work in an atmosphere free of sexual harassment. Ingenium Charter School will not condone or tolerate sexual harassment of any type by any employee. This policy applies to all employee actions and relationships, regardless of position or gender. Ingenium Charter School will promptly and thoroughly investigate any complaint of sexual harassment and take appropriate corrective action, if warranted.

Sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexually suggestive nature constitute sexual harassment when:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of employment.
2. Submission to or rejection of such conduct is used as the basis for personnel decisions, including but not limited to appraisals, promotion, salary increases, and termination.
3. Such behavior has the purpose or effect of interfering with an individual's performance on the job or creating an intimidating, hostile or offensive working environment.

Each supervisor has the responsibility to maintain a work place free from any form of sexual harassment. Consequently, should supervisors become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct.

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Employees are expected to behave in a positive and professional manner and to contribute to a productive work environment that is free from harassing or disruptive activity.

Prohibited conduct by anyone includes but is not limited to:

- Sexual flirtations, touching, advances or propositions;
- Verbal abuse of a sexual nature;
- Graphic or suggestive comments about dress or body;
- Sexually degrading words;
- The display in the workplace of sexually suggestive or offensive objects or pictures.

Any employee who has experienced or is aware of a situation, which is believed to be sexually harassing, has a responsibility to report the situation immediately to the individual's supervisor and/or to the appropriate human resource representative. A Sexual Harassment Complaint Form may be obtained from your manager or the human resources representative. The Principal and the individual's supervisor will conduct an immediate investigation into the allegation(s) and determine whether the allegations have merit. A written report, including findings related to the allegations, will be completed. In all cases, when the allegation(s) is determined to be valid, appropriate remedial action will be taken immediately and may include disciplinary action up to and including termination.

If the alleged sexual harassment involves the employee's supervisor or Principal, or if the employee is not satisfied with the outcome of the investigation, the employee should bring the matter to the attention of the President of Ingenium Schools Board of Trustees.

All complaints of sexual harassment will be investigated promptly, objectively and as confidentially as possible. Employees are required to cooperate in any investigation. Retaliation against any employee for filing a complaint or participating in an investigation is strictly prohibited and shall be cause for termination.

SMOKING

All Ingenium Charter School buildings and facilities are no-smoking facilities.

FACULTY AND STAFF COMPLAINTS AND GRIEVANCES

In the event of a dispute involving employment or the implementation of the personnel policies, and after a good faith effort with the supervisor to thoroughly resolve the dispute, all employees may submit their complaint following the procedures outlined in the charter. The good faith effort will include problem identification, possible solutions, selection of resolution, timeline for implementation, and follow-up.

If a conflict arises between an employee and a parent, or a parent expresses a concern about Ingenium Charter School or any of its employees, inform the Principal immediately. It

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is important that the Principal be aware of the concern and be prepared to intervene for the employee's protection and Ingenium Charter School's protection, if necessary.

Unresolved problems may be brought to the Board of Trustees for resolution through the Board of Trustees President.

HEALTH AND SAFETY AT INGENIUM CHARTER SCHOOL

Health and Safety Requirements for Employment

TUBERCULOSIS TEST

Before the first day of employment, all employees must have a tuberculosis test as described in Education Code 49406. The current physician's statement must be on file in the office before the first day of employment. Failure to provide documentation on time may result in immediate termination.

CRIMINAL BACKGROUND CHECK

All first year employees without credentials must submit fingerprints to the Department of Justice and Federal Bureau of Investigation for the purpose of obtaining a criminal record summary as required by Education Code §44237. Such fingerprints must be submitted prior to employment and are a condition of employment. Criminal record summaries will be maintained by the administration in a secured file separate from personnel files, as required by Section 44237.

FIRST-AID AND CPR TRAINING

All individuals working unsupervised with children or in a classroom setting (i.e. core teachers, advisors, non-core teachers, directors) must receive, renew, and maintain basic first-aid and CPR certification by the first day of school for students.

COMPLIANCE WITH CHILD ABUSE REPORTING LAW

All employees of Ingenium Charter School will comply with California Welfare and Institutions Code requirements regarding reporting of, or reasonable suspicion of, child abuse to a child protective agency immediately or as soon as practically possible by telephone and to prepare and send a written report thereof within 36 hours of receiving the information concerning the incident. (Sections 15630 and 9381)

When an employee notifies the Principal of an actual or potential case of child abuse, the Principal shall provide assistance to that teacher in his/her fulfillment of legal responsibilities. Ingenium Charter School shall respect and maintain the confidentiality of all information on child abuse, which an employee reports to the appropriate authorities.

SECURITY PROTOCOLS

Ingenium Charter School has developed guidelines to maintain a secure school site. Be aware of unknown persons loitering in walkways, entrances, and exits of the school. Report any suspicious persons or activities to office staff. Secure your classroom or office at the end of each day. When called away from your classroom for an extended length of time, do not leave students, valuable or personal articles unattended. The security of our facility is directly

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related to the health and safety of our students and our colleagues. Employees must immediately notify a school administrator when school facilities keys are missing or if security access or codes have been breached.

EMERGENCY PLANS

Appropriate fire exit and earthquake preparedness drills will be administered at least two times per year. In the case of an actual emergency, teachers are responsible for staying at the school site (or evacuation staging area) until they are released by a school administrator. During an emergency, teachers must always have a roster of students under their direct supervision.

ACCIDENT/INCIDENT REPORTING

It is the duty of every employee to immediately or as soon as is practical report any accident or injury occurring during school activities or on Ingenium Charter School premises so that arrangements can be made for medical or first aid treatment, as well as for investigation and follow-up purposes.

REPORTING FIRES AND EMERGENCIES

It is the duty of every employee to know how to report fires and other emergencies quickly and accurately. Employees should report any such emergency to office staff or school administrators. In addition, all employees should know the local emergency numbers.

GUESTS AND VISITORS

All guests and visitors must report to the main office to sign in and receive a guest pass to enter Ingenium Charter School.

INFORMATION AND COMMUNICATION

CONFIDENTIALITY OF INTERNET AND ELECTRONIC MAIL

Ingenium Charter School recognizes that its employees have reasonable expectations of privacy with regard to the use of voice mail and e-mail, even when this use is restricted to Ingenium Charter School business and information is stored in Ingenium Charter School computers.

Ingenium Charter School reserves the right to access and disclose the contents of employee voice mail and e-mail messages, but will only do so when it has a legitimate business need and the urgency of the need is sufficiently strong to offset the school's commitment to employee privacy.

Ingenium Charter School does not and will not monitor voice mail and e-mail as a routine matter. Ingenium Charter School may inspect the contents of voice mail and e-mail or information stored on computers in the course of an investigation into improper or unlawful behavior or as necessary to locate substantive information that is not readily available by some other means. Ingenium Charter School may disclose a voice mail or e-mail message or information stored on a computer to law enforcement officials if the school has reason to believe that it may have been the victim of a crime or is legally obligated to do so.

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ACCESS TO PERSONNEL RECORDS

The school shall maintain a confidential personnel file for each employee. The personnel file will contain the evaluation documents discussed in this section, as well as any other employment-related documents or correspondence. All concerned parties will have signed all documents placed in the personnel file. Only the concerned Employee, Ingenium Charter School Administrators, and the Personnel Committee may access confidential personnel files.

MEDIA RELATIONS

It is our goal to give the press a clear, consistent, and up-to-date message about our school and its programs and services. Since information about our activities change often, it is easy to provide the press with information that may be inaccurate or misleading.

All calls from newspapers, magazines, or radio and television reporters should be immediately referred to the Principal of Development and Community Assets.

ENDING EMPLOYMENT

DISMISSAL, DISCIPLINE, AND TERMINATION OF EMPLOYMENT

Ingenium Charter School reserves the right to terminate any employee at any time, with or without cause or notice. Generally, when the employee is believed, in the opinion of his or her supervisor, to have a job performance problem or to be engaging in behavior that is unacceptable or counterproductive, the employee will be given an opportunity to improve his/her performance or behavior to an acceptable level by means of a formal disciplinary action process. However the following list, while not complete, gives examples of behavior that can result in the immediate termination of employment:

- Breaching confidentiality.
- Theft.
- Fighting, roughhousing, or using abusive language or conduct that is hostile or disrespectful to a student, co-worker, supervisor, board member, volunteer, or any other persons associated or served by the school, including parents.
- Disregarding established safety procedures.
- Advertently placing students and/or in a dangerous situation.
- Falsifying or altering school records.
- Possessing weapons or firearms on school property or during school activity.
- Violating the school's equal opportunity or harassment policies.
- Unauthorized use of school property.

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IN THE EVENT AN EMPLOYEE FINDS IT NECESSARY TO RESIGN DURING THE SCHOOL YEAR, THE EMPLOYEE SHALL GIVE WRITTEN NOTICE TO THE PRINCIPAL AS SOON AS POSSIBLE AND AT LEAST 10 CALENDAR DAYS BEFORE THE EFFECTIVE DATE OF RESIGNATION.

Any employee may submit a grievance regarding dismissal, discipline, and termination pursuant to the grievance process outlined in the Grievance section of these policies.

EXIT INTERVIEWS

All employees who leave employment at Ingenium Charter School will take part in an exit interview with their supervisor to reflect upon their challenges and growth while employed at Ingenium Charter School. Information shared during an exit interview will be treated as confidential and acted upon in a timely and appropriate manner.

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**APPENDIX E:
EMPLOYMENT AGREEMENT**

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EMPLOYMENT AGREEMENT FOR:**Teacher****Between**

Ingenium Charter School
1717 E. Carson Street
Carson, CA 90745

And

[Employee]

THIS EMPLOYMENT AGREEMENT ("Agreement") is entered into by and between the above named employee ("Employee") and the Board of Trustees ("Board") of Ingenium Schools, the governing board for Ingenium Charter School, a California public charter school approved by the California State Board of Education. The Ingenium Schools Board desires to hire employees who will assist Ingenium Charter School's Principal in achieving the goals and meeting the requirements of Ingenium Charter School's charter. The parties recognize that Ingenium Charter School is not governed by the provisions of the California Education Code except as expressly set forth in the Charter Schools Act of 1992. The Board desires to engage the services of the Employee for purposes of assisting the Principal in implementing the purposes, policies, and procedures of Ingenium Charter School.

WHEREAS, Ingenium Charter School and Employee wish to enter into an employment relationship under the conditions set forth herein, the parties hereby agree as follows:

A. Statutory Provisions Relating to Charter School Employment

1. Ingenium Charter School has been established and operates pursuant to the Charter Schools Act of 1992, Education Code §47600, et seq. Ingenium Charter School has been duly approved by the California State Board of Education. A copy of Ingenium Charter School's charter is attached hereto and fully incorporated by reference herein.
2. Pursuant to Education Code §47604, Ingenium Charter School has elected to be formed and to operate as a non-profit public benefit corporation pursuant to the Non-profit Public Benefit Corporation Law of California (Part 2, commencing with section 5110 et seq. of the Corporations Code). As such, Ingenium Charter School is considered a separate legal entity from the California State Board of Education, which granted the charter. The California State Board of Education shall not be liable for any debts and obligations of Ingenium Charter School, and the employee signing below expressly recognizes that he/she is being employed by Ingenium Charter School and not the California State Board of Education.

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3. Pursuant to Education Code §47610, Ingenium Charter School must comply with all of the provisions set forth in its charter, but is otherwise exempt from the laws governing school districts except as specified in Education Code §47610.
4. Ingenium Charter School shall be deemed the exclusive public school employer of the employees at Ingenium Charter School for purposes of Government Code §3540.1.

B. Employment Terms And Conditions

1. DUTIES

Employee will perform such duties as Ingenium Charter School may reasonably assign and Employee will abide by all Ingenium Charter School's policies and procedures as adopted and amended from time to time. Employee further agrees to abide by the provisions of Ingenium Charter School's charter.

The employee will as a **Teacher** with the following general duties: **Mathematics Teacher**. These duties may be amended from time to time in the sole discretion of Ingenium Charter School.

2. WORK SCHEDULE

The work schedule for this position shall be:

Weekly work hours: 7:45-4:00

Start/End Dates: 8/3/09 - 6/27/10

Full or Part-Time: **Full Time**

Work days for the Employee shall be consistent with the applicable calendar of work days for this position for an indefinite term until terminated in accordance with the provisions of this Agreement. Employment is at-will as specified in Section [C] below.

Employee will not render services in person or by electronic means, paid or otherwise, for any other person or entity during contracted work hours with Ingenium Charter School.

3. COMPENSATION

The total compensation for the term of the contract will be **\$45,000** on an annualized basis, paid in either 10 or 12 monthly installments.

4. EMPLOYEE BENEFITS

Employee will be entitled to participate in designated employee benefit programs and plans established by Ingenium Charter School (subject to program and eligibility requirements) for the benefit of its employees, which from time to time may be amended and modified by Ingenium Charter School.

5. EMPLOYEE RIGHTS

Employment rights and benefits for employment at Ingenium Charter School shall only be as specified in this Employment Agreement, Ingenium Charter School's charter, the Charter Schools Act and Ingenium Charter School's personnel policies, which from time to time may be amended and modified by Ingenium Charter School. Employment rights and benefits may be af-

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affected by other applicable agreements, directives or advisories from the California Department of Education or State Board of Education. During the term of this Agreement, Employee shall not acquire or accrue tenure, or any employment rights with Ingenium Charter School.

6. LICENSURE

Employee understands that employment is contingent upon verification and maintenance of any applicable licensure credentials.

7. CHILD ABUSE REPORTING

California Penal Code §11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

By executing this Agreement, the Employee acknowledges he or she is a childcare custodian and is certifying that he or she has knowledge of California Penal Code §11166 and will comply with its provisions.

C. Employment At-Will

Ingenium Charter School may terminate this Agreement and Employee's employment at any time with or without cause, with or without notice, at Ingenium Charter School's sole and unreviewable discretion. Either party may immediately terminate this Agreement and Ingenium Charter School's employment upon written notice to the other party.

Employee also may be demoted or disciplined and the terms of his or her employment may be altered at any time, with or without cause, at the discretion of Ingenium Charter School. No one other than the Board of Ingenium Schools has the authority to alter this arrangement, to enter into an agreement for employment for a specified period of time, or to make any agreement contrary to the term of this Agreement, and any such agreement must be in writing and must be signed by the Board of Ingenium Schools and by the affected employee and must specifically state the intention to alter this "at-will" relationship.

Without impacting the at-will nature of the employment relationship, Ingenium Charter School may attempt to remedy and address issues of unsatisfactory performance with the Employee in accordance with Ingenium Charter School's policy on Evaluation/Reviews.

D. General Provisions

1. WAIVER OF BREACH

The waiver by either party, or the failure of either party to claim a breach of any provision of this Agreement, will not operate or be construed as a waiver of any subsequent breach.

2. ASSIGNMENT

The rights and obligations of the respective parties under the Agreement will inure to the benefit of and will be binding upon the heirs, legal representatives, successors and assigns of the parties hereto; provided, however, that this Agreement will not be assignable by either party without prior written consent of the other party.

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3. GOVERNING LAW

This Agreement will be governed by, construed, and enforced in accordance with the laws of the State of California.

4. PARTIAL INVALIDITY

If any provision of this Agreement is found to be invalid or unenforceable by any court, the remaining provisions hereof will remain in effect unless such partial invalidity or unenforceability would defeat an essential business purpose of the Agreement.

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E. Acceptance of Employment

By signing below, the Employee declares as follows:

1. I have read this Agreement and accept employment with Ingenium Charter School on the terms specified herein.
2. All information I have provided to Ingenium Charter School related to my employment is true and accurate.
3. A copy of the charter is attached hereto.
4. This is the entire agreement between Ingenium Charter School and me regarding the terms and conditions of my employment. This is a final and complete agreement and there are no other agreements, oral or written, express or implied, concerning the subject matter of this Agreement.

Employee Signature: _____

Date: _____

Address: _____

Telephone: _____ Social Security Number: _____

Ingenium Charter School Approval:

Dated: _____

Authorized Ingenium Charter School Representative

This Employment Agreement is subject to ratification and approval by the Governing Board of Ingenium Schools.

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**APPENDIX F:
SAFETY PLAN**

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Ingenium Charter School

SAFETY PLAN

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STATEMENT OF PURPOSE

Ingenium Charter School is committed to the shared responsibility of preparing all learners for productive, responsible citizenship in an ever-changing world. A comprehensive Safety Plan helps to ensure a safe school environment, thereby enhancing the learning experience and improving student academic achievement. This plan is implemented to protect the safety of students and staff and to provide emergency preparedness and guidelines. This plan addresses the following objectives:

- Protect the safety and welfare of students and staff.
- Provide for a safe and coordinated response to emergency situations.
- Protect the school's facilities and property.
- In the case of an emergency, allow the school to restore normal conditions with minimal confusion in the shortest time possible.
- Provide for coordination between the school and local emergency services when necessary.

This Safety Plan consists of the following Sections:

- Staffing
- General Policies and Procedures for Handling Safety and Specific Emergency Situations
- Drugs, Alcohol and Tobacco
- Child Abuse Reporting
- Campus "Coming and Going"
- Harassment Policy-Appendix A
- Disciplinary, Suspension & Expulsion Policy-Appendix B
- Incident Report-Appendix C

This plan encompasses a broad range of potential safety issues and major emergencies. Such incidents may include earthquake, hazardous materials, widespread power outage, and similar events affecting normal operations at the school.

STAFFING**A. EMPLOYEE PREPAREDNESS**

A number of measures are taken on an ongoing basis to ensure that school staff is prepared to respond immediately and appropriately to disasters. These include:

- Review of this Plan and any other emergency policies and procedures;
- Review of an employee's role during an emergency;
- Knowledge of how to conduct and evaluate required drills;
- Familiarity with the layout of buildings, grounds and all emergency procedures;
- Review of the location of all emergency exits, fire extinguishers, fire alarms and emergency equipment and supplies;

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- Attend update training in first aid, CPR, use of fire extinguishers and search and rescue as necessary.

B. EMPLOYEE RESPONSIBILITIES

At the beginning of each school year, all instructional and non-instructional staff will be asked by Ingenium Charter School ("School") Principal, or his/her designee, to identify those with special skills or experience that may be helpful during an emergency. These employees may be asked to fulfill certain emergency management roles (i.e., first aid, CPR, search & rescue and/or fire extinguisher training & certification).

Instructional staff is responsible for the following:

- Present instruction to students about emergency preparedness plans for the site and student responsibilities in case of a major emergency;
- Keep attendance sheets readily accessible at all times in order to check attendance in the event of evacuation;
- Update the contents of classroom emergency kit and keep it in a safe, accessible location;
- Participate fully in fire, earthquake and evacuation drills;
- Have planned activities for students for use during periods of confinement during an emergency situation.

The Principal, or his/her designee, is responsible for the following:

- Assign employees to roles and responsibilities for an emergency, taking into consideration the skills, abilities and normal functions of employees;
- Ensure that all employees are familiar with the site maps and evacuation plans and are trained in emergency response and preparedness roles and responsibilities;
- Update the list of employees who are trained in first aid, CPR, the use of fire extinguishers, and search and rescue. Arrange for update training as necessary;
- Update as necessary the site floor plan showing evacuation routes and the location of assembly areas, emergency supplies and equipment, fire extinguishers, fire alarm pulls, master electrical panels, and main water and gas shut off valves;
- Ensure that emergency procedures are posted in classrooms, hallways, school office, cafeterias and employee lounges;
- Update the list of any disabled students or employees or those who may need evacuation assistance or other special assistance;
- Test the site warning system and ensure that the system's signal(s) is recognized and understood by employees and students;
- Conduct an inventory of all emergency supplies and equipment and replace used or outdated supplies and equipment;
- Maintain a list of emergency phone numbers in a readily accessible location.

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C. EMPLOYEE/STUDENT SPECIAL NEEDS

Staff with temporary or permanent impairments of sight, hearing or mobility may self-identify indicating what assistance may be required in the event of an emergency. Students with special needs are identified at the beginning of each school year. Parents are asked to provide written information/instructions concerning specific needs.

Those areas of the school that have employees and/or students with permanent mobility impairments should maintain any necessary evacuation device on each floor where such employees and/or students are located.

D. EMERGENCY ON-SITE PERSONNEL

Staff emergency phone contacts will be kept on file at the school office. Staff with specific training in emergency response, safety, CPR, etc. will also be noted on a list kept at the school.

E. NOTIFICATION LIST

In the event of an emergency or safety risk, the following personnel will be notified as appropriate:

Personnel Emergency Telephone Number List

	Ext. #	Home #	Mobile #
Principal			
Office Manager			
Emergency or Safety Designee			
Teachers with CPR or First Aid (list by name):			

Outside Emergency Telephone Number List

	Ext. #	Telephone #
Police Dept.	911	
Ambulance	911	
Sheriff's Dept.	911	
Fire Dept.	911	
Hazardous Materials	911	
Others:		

GENERAL POLICIES AND PROCEDURES FOR HANDLING SAFETY AND SPECIFIC EMERGENCY SITUATIONS

The purpose of the safety and emergency sections of this Plan is to provide safety and emergency preparedness and response instructions to protect the safety and well being of students and staff at the time of an emergency. Specific goals include:

- Protect the safety and welfare of students and staff;
- Provide for a safe and coordinated response to emergency situations;
- Protect the school's facilities and property;
- Enable the school to restore normal conditions with minimal confusion in the shortest time possible;

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- Provide for interface and coordination between the school and local authorities and resources.

A. EMERGENCIES

In the case of an emergency, the general policy is that actions should be taken to allow the school to remain in operation to the extent possible. The situation should be addressed to minimize interruption of normal operations at the school, and students will usually be cared for until regular dismissal time. Where an emergency situation poses a serious threat to the safety and well being of students and staff, evacuation will occur until any danger has passed. When necessary, school may be dismissed by the Principal, or his/her designee.

Fire

In the case of a school fire, the following procedures should be implemented:

- Sound building fire alarm.
- Notify Fire Department by dialing 911. The Fire Department is to be notified of any fires larger in size than a wastebasket. The Fire Department should be given the following information:
 - School name and phone number.
 - Building address, including nearest cross street(s).
 - Exact location of the fire within the building.
- Have students and staff evacuate the building in accordance with established procedures.
- Evacuate to outdoor assembly area.
- All doors leading to the fire should be closed. Do not re-enter the area for belongings. If the area is full of smoke, students and staff should be instructed to crawl along the floor, close to walls, thus making breathing easier and providing direction. Before opening any door, place a hand one inch from the door near the top to see if it is hot. Be prepared to close the door quickly at the first sign of fire to avoid the spread of fire.
- Clear access routes for emergency vehicles. Remain at a safe distance from the fire and away from fire fighting equipment.
- Render first aid as necessary.
- Check attendance. Remain with students.

Medical Emergency

Medical emergencies and accidents can occur at any time and may involve a student or employee. Some emergencies may only require first aid care, while others may require immediate medical attention. When in doubt, it is better to err on the side of caution and dial 911.

Medical emergencies involving any student or employee must be reported to the Principal, or his/her designee. Dial 911 or direct someone to do so. Provide the following information:

- School name and phone number.

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- Building address, including nearest cross street(s).
- Exact location within the building.
- Your name and phone number.
- Nature of the emergency.

Do not hang up until advised to do so by dispatcher. Then, take the following actions.

- Notify the school office that an individual has been injured and an ambulance has been called.
- Ask someone to dispatch a first aid/CPR trained employee to the victim.
- Stay calm. Keep victim warm with a coat or blanket.
- Do not move the victim unless there is danger of further injury. Do not give the victim anything to eat or drink.
- Draft written incident report and submit it to School Principal, or his/her designee, before the end of the next workday.

Earthquakes

Earthquakes strike without warning and the major shock is usually followed by numerous after shocks, which may last for weeks or months. An earthquake's effect on buildings will vary from building to building.

The major threat of injury during an earthquake is from falling objects and debris, and many injuries are sustained while entering or leaving buildings. Therefore, it is important to remain inside the building and quickly move away from windows, glass, partitions and shelves. In the case of an earthquake, the following procedures should be followed:

- Take cover under a sturdy desk or table, in a doorway, or against an inside wall until the shaking stops. Give DROP AND COVER command.
- After shaking stops, check for injuries, and render first aid.
- If ordered by the Principal, or his/her designee, evacuate.
- Do not return to building.
- Do not light any fires.
- Keep a safe distance from any downed power lines.
- Check attendance whether or not evacuation takes place. Report any missing students to the Principal, or his/her designee.
- Stay alert for aftershocks.
- Be aware that shaking may activate fire alarm or sprinkler systems.
- Elevators and stairways will need to be inspected for damage before they can be used.
- The School principal, or his/her designee, will issue further instructions.

Should there be a major earthquake, children will remain under the supervision of school authorities until parents or responsible adults can pick them up.

INGENIUM CHARTER SCHOOL

Assaults

Assaults involve acts of striking or inflicting injury to a person and are regarded as serious matters. Any threat or assault on students or employees should be reported immediately to the Principal, or his/her designee. The Principal (or designee) will determine if law enforcement officials should be notified.

If a serious assault occurs:

- Dial 911.
- Seek first aid or medical attention, if indicated.
- Have photographs taken of any injuries.
- Write down a physical description of the assailant (sex, age, height, weight, race, clothing, and any weapon used) as soon as possible after the incident.
- Obtain names and telephone numbers of any witnesses.
- Draft incident report and submit it to the Principal, or his/her designee.

The Principal or his/her designee will submit incident report to the local law enforcement if incident is serious.

Hazardous Materials

Hazardous material spills may occur inside a building, such as a spill in a chemistry lab. Incidents of disaster magnitude may occur outside, such as a tank truck accident involving large quantities of toxic material. Procedures:

- If a spill is minor and inside, notify buildings and grounds personnel immediately for clean up. Open windows for ventilation.
- If a more serious spill occurs inside or outside:
 - Call 911. Notify Fire Department, Emergency Response Unit, and/ or Public Health Department.
 - Provide the following:
 - School name.
 - Building address, including nearest cross street(s).
 - Your name and phone number.
 - Location of the spill and/or materials released.
 - Characteristics of spill (colors, smells, visible gases).
 - Name of substance, if known.
 - Injuries, if any.
- Notify buildings and grounds personnel.
- Close all windows and doors if the spill is outside.
- Request that buildings personnel shut off mechanical ventilating systems if it might spread toxic material.

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- Remain inside building unless ordered to evacuate by the Fire Department.
- Fire Department will advise of further actions to be taken.
- Do not eat or drink anything or apply cosmetics.
- If there appears to be imminent danger, a fire drill may be called while approval for student release or site evacuation is sought.

The Principal, or his/her designee, if necessary, will give approval for student release or site evacuation.

Civil Disturbance

A civil disturbance is any situation where a person or group of persons disrupts operations or threatens the safety of individuals. The following precautionary protective measures should be taken:

- Notify local law enforcement authorities-Dial 911.
- If participants enter the building, remain calm and do not provoke aggression. Report disruptive circumstances to school Principal, or his/her designee.
- Do not argue with participant(s).
- Have all students and employees leave the immediate area of disturbance.
- If the disturbance is outside the building, remain inside building, unless instructed otherwise by the Principal or police officials. Lock all doors. Stay away from windows and exterior doors.
- If the disturbance is inside the building, follow procedures for evacuation of the school site.
- Follow further instructions as police officials and other local law enforcement authorities issue them.
- Draft incident report for School Principal, or his/her designee.

Vandalism

The following procedures should be used in the case of school vandalism:

- Notify school principal, or his/her designee.
- Notify building and ground maintenance personnel.
- The Principal, or his/her designee, will assess the seriousness of the situation and determine the level of assistance needed, including local law enforcement.
- If possible, identify the parties involved.
- Interview witnesses and obtain written statements.
- Document the incident as soon as possible and give the incident report, with any witness statements, to the Principal or his/her designee.
- Notify parents or legal guardian.

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- Determine what disciplinary measures are appropriate (in-house or police involvement). See Disciplinary, Suspension & Expulsion Policy.
- Determine any monetary restitution issues and amounts.

Utility or Power Failure

The following procedures should be used in case of utility or power failure:

- Staff and students should remain in classroom until further instruction.
- Custodial and maintenance personnel should determine cause of incident and seek outside assistance if necessary.
- Staff and students outside of a classroom at the time of the incident should report to main office.
- Building and grounds personnel report to utility company if necessary.
- If situation requires long-term maintenance and repair and prevents class activities, the Principal, or his/her designee, may take measures to dismiss school for the day.
- Where utility failure presents an emergency, evacuation procedures should be implemented immediately.

Bomb Threat

Person receiving call:

- Listen - Do not interrupt caller.
- If possible, alert other staff by a pre-arranged signal while the caller is on the line.
- In the event that a bomb threat is received, it is important for the person receiving the call to attempt to keep the caller on the telephone as long as possible. It is also important to listen carefully to all information provided by the caller and to make a note of any voice characteristics, accents, or background noises.
- Attempt to ask questions and elicit the information required to determine the severity of the threat.
- Notify School Principal, or his/her designee, immediately.
- The Principal or his/her designee will:
 - Notify Police Department – Dial 911.
 - With the assistance of responding law enforcement personnel, conduct a thorough search of the building & surrounding areas:
 - Classrooms and work areas.
 - Public areas - foyers, office bathrooms and stairwells.
 - Lockers and unlocked closets.
 - Exterior areas—shrubbery, trashcans, debris boxes, gas valves, etc.
 - Power sources—electric panels, telephone panels, computer rooms, etc.

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- With assistance from responding law enforcement personnel and/or Fire Department, the Principal, or his/her designee, will evaluate the threat and will determine whether to evacuate the building and/or to continue to search the premises.
- If there appears to be imminent danger, a fire drill may be called while approval for student release or site evacuation is sought. The Principal, or his/her designee, must grant approval for student release.
- An incident report should be drafted before the end of the workweek.

Explosion

If an explosion occurs at the school, the following procedures should be used:

- Give DROP AND COVER command.
- Sound building fire alarm. This will automatically implement action to leave the building.
- Notify Fire Department – Dial 911.
- Provide the following information:
 - School name.
 - Building address, including nearest cross street(s).
 - Exact location within the building.
 - Your name and phone number.
- Evacuate to outdoor assembly area.
- Check attendance. Remain with students.
- Render first aid as necessary.
- Notify grounds and building personnel.
- Keep students and staff at a safe distance from the building(s) and away from fire-fighting equipment.
- Public safety officials will determine when the building is safe for re-entry, and along with the Principal, or his/her designee, whether student release from the school site is necessary.
- Draft incident report by the end of the week.

Fighting or Riot

School staff should follow these guidelines when a fight occurs:

- Send a reliable student to the office to summon assistance.
- Speak loudly and let everyone know that the behavior should stop immediately.
- Obtain help from other teachers if at all possible.
- If students are starting to gather, attempt to get students away from the commotion as quickly as possible.

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- Call out the names of the involved students (if known) and let them know they have been identified.
- For the safety of all students, get additional help from law enforcement personnel if confronted with a serious fight, especially one that involves weapons.
- Attempt to separate the involved students by speaking to them in an assertive tone of voice. Consider the age and/or size of the students, as well as personal safety, before stepping between/among those involved in an altercation. If successful in separating the students, try to avoid using further confrontational behavior.
- Remember that no one can “cool down” instantly; give the students time to talk in a calm setting and gradually change the climate of the situation.
- Staff should follow these guidelines when a riot occurs:
 - The Principal, or his/her designee, should encourage teachers and staff to be sensitive to the emotional climate of the campus and attempt to defuse any tensions prior to the eruption of problems.
 - Notify local law enforcement of the disturbance and meet at a pre-designated site to evaluate the situation.
 - Have a law enforcement officer evaluate and call for any necessary resources such as back-up help, emergency medical help, etc.
 - Activate needed emergency plans, which may include:
 - Instructing office staff to handle communications and initiate lock-down orders.
 - Notify transportation to bring appropriate numbers of buses for evacuation or transportation if necessary.
 - Assign staff a temporary detention facility, such as a gymnasium, to secure students and log information.
 - Direct a teacher or designee to initiate lockdown and immobilize the campus.
 - Brief a representative to meet the media.
 - Assign staff to a pre-designated medical treatment/triage facility.

Hostage Situation

In case there is a hostage situation at the school, staff should attempt to follow these guidelines:

- Stay calm.
- Don't be a hero.
- Follow instructions of captor.
- Cooperate; be friendly if possible; don't argue with or antagonize captor or other hostages.
- Inform captors of medical or other needs.
- Be prepared to wait; elapsed time is a good sign.

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- Don't try to escape; don't try to resolve situation by force.
- Be observant and remember everything that is seen or heard.
- If a rescue takes place, lie on the floor and await instructions from rescuers.
- The Principal or his/her designee should be responsible for the following:
 - Immediately notify law enforcement.
 - Move other students and teachers completely away from those who are in the hostage situation.
 - Keep everyone as calm as possible.
 - Be prepared to answer questions from media or family.

Death of a Student

By far the worst crisis situation is the death of a student. When a student dies, emotional trauma is a natural occurrence for students, faculty, and staff. A student's death, which occurs on campus, particularly as a result of school violence, is admittedly the most extreme case of trauma for family and the school community. There is no procedure that fits every scenario; each case requires individual attention. Certainly, there is no prescribed method for dealing with such tragedy; however, the following are suggestions for a school's response to death, particularly death that occurs as a result of school violence:

- After the initial response, administrators and counselors will meet immediately to review what has happened. Responding to the psychological needs of both staff and students as soon as possible is the best prevention for the development of post-traumatic stress.
- Get as much information as possible from the family and ask their permission to share it with the students, faculty, and staff. Ask if they have any objection to students, faculty, and staff attending the funeral.
- Relay the information to the students in a factual way, careful to avoid breaching the student or family's privacy. The Principal and a counselor might consider moving from room to room to tell the students what has happened. They should tell the truth, allow for expression of feelings, and affirm any expressions or feelings the students have. Students need to be told that they may visit a counselor's office for special assistance if they need to talk.
- If possible, allow a break after telling the students in order to give them an opportunity to express their grief with other students.
- Upon returning to school, students should be allowed time to discuss their feelings, talk about the deceased, and discuss memories. Give students, faculty, and staff information about the funeral and allow them to attend, provided the family has granted permission.
- Watch for trouble signs among the students. Be prepared to call in extra counselors if necessary.

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Intruder or Individual With Deadly Weapon

If someone enters the school grounds or buildings with a deadly weapon, the staff should follow these guidelines:

- Avoid confronting the student or gunman.
- Notify the Principal, or his/her designee, or school office immediately.
- Identify the student or gunman (if known), the student or gunman's location, and the location of the weapon.
- The Principal or his/her designee should follow these guidelines:
 - Notify law enforcement immediately.
 - Identify the student or gunman (if known), the student or gunman's location, and the location of the weapon.
 - Determine the level of threat. If the level of threat is high, call for additional backup.
 - Attempt to get the weapon from the gunman or student through negotiation, or take other appropriate action with the aid of local law enforcement.
 - If the level of threat is low, call the student to the office and have law enforcement take the appropriate action.

B. EVACUATION

In the event conditions in the community or within the school itself necessitate a site evacuation, the following steps should be taken:

- The Principal or his/her designee should:
 - Notify the school district office, county official or designee.
 - Notify local law enforcement authorities.
 - Notify school transportation support.
 - Note the special needs of students or staff.
 - Direct clerical staff to take schools master enrollment list.
 - Direct school nurse or designee to prepare emergency medications to be transported.
 - Direct all personnel to leave the building and secure the building.
 - Notify students' parents or legal guardians as situation permits.
- School staff should:
 - Plan to evacuate his/her class and ride the bus or walk as situation dictates.
 - Take a copy of class enrollment list.
 - Take emergency instructional materials and first aid kits in the event the evacuation lasts several hours.
 - Notify the Principal or his/her designee of any special needs of students and their requirements.

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The first choice for a shelter during a building site evacuation is another building designated by the school district, county or other local authority. Once staff and students have arrived at the host site, the following steps should be taken:

- Notify school nurse or local medical personnel of any medical emergencies.
- Consider how students will be fed and restroom needs met.
- Activate crisis intervention team to deal with any emotional trauma.
- Provide area and materials for parents who may arrive to pick up students.
- Provide an area for non-school community evacuees.

C. FLOOR PLAN

A floor plan of the school site buildings and grounds, which indicates the location of all exits, utility shut-offs, fire extinguishers, and emergency equipment and supplies, will be maintained and updated, as necessary. The floor plan should also indicate outdoor assembly area(s) and evacuation route(s) from the site.

A copy of the floor plan will be posted in each classroom at the school, in the school hallway and at the school's main office. Staff should familiarize themselves with the contents of the floor plan and with evacuation procedures.

D. FIRE DRILLS

The school shall conduct fire drills on a quarterly basis to prepare for possible evacuation in case of an emergency. The Principal, or his/her designee, will specify the date and time of fire drills.

Fire drills will be conducted on a monthly basis. Earthquake "drop and cover" drills will be conducted once per quarter. All students and staff are required to participate in these mandated drills.

The Principal, or his/her designee, will designate an outdoor assembly area(s) where students and staff will gather whenever the building is evacuated. Unless instructed otherwise by public safety officials, students and staff will gather by class and attendance will be taken. The names of any missing individuals will be relayed to search and rescue teams and public safety officials.

E. ANNUAL INSPECTIONS

The Principal, or his/her designee, with the assistance of local support personnel where necessary, will conduct an annual inspection for situations that pose potential hazards. Of particular importance is proper storage of chemicals and correct labeling of all containers. Failure of one or more of the utilities (electricity, gas, water) constitutes a condition that must be dealt with on a situational basis. A walk-through inspection of each area of each building will be conducted using a checklist of the following:

- Classroom
- Corridors
- Laboratory/Shop
- Cafeteria/Auditorium (use for all assembly areas)
- Kitchen

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- Office (also used for conference rooms)
- Teacher's Workroom and Employee Lounge
- Toilet
- Custodial
- Boiler Room
- Storage Room (also use for File Rooms)
- Yard (or Grounds)

Where multiple rooms of the same type are to be inspected (e.g., classrooms, offices), be sure to note the exact identification (e.g., Classroom 14, Room 7; second floor women's restroom). Complete each section of the checklist. Provide a brief description of the problem in the section provided.

Appropriate measures will be taken to correct the problem at the direction of the Principal. When possible, personnel at the site (e.g., custodian) will handle corrections or repairs and may provide an estimate of the necessary repairs and corrections. The custodian or other buildings and grounds personnel will advise the Principal, or his/her designee, of problems that cannot be corrected by site staff.

F. PARENTAL NOTIFICATION

In the case of an emergency requiring evacuation of the school site, parents will be notified as soon as possible. At the beginning of each school year, all parents will be asked to provide emergency contact information, sign an emergency medical release form for their child, and designate persons who are authorized to pick-up their child in the event of an emergency.

In the event of an emergency parents/guardians should keep radios tuned to the local radio station for advisory information. Parents should not call the school because we must have the lines open for emergency calls.

G. CLASSROOM SAFETY KITS

Emergency and first aid supplies are necessary when an emergency or injury occurs at the school. Emergency and first aid supplies should be kept in the school's central office and in individual classrooms as needed. At the beginning of each school year, each classroom will receive a classroom safety kit. Suggested items in case of an emergency:

- Blankets
- Matches
- Pillows
- Bottled Water
- Flashlights
- Paper Towels
- Batteries
- Wet Ones
- Radio (battery operated)

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- Sheets
- Candles Suggested first aid items:
- Hydrogen Peroxide
- Iodine
- Alcohol
- Assorted Band Aids
- Gauze
- Sterile Water (for burns)
- Tape
- Scissors
- Tweezers
- Bandages
- Instant Ice Packs
- Ace Bandages
- Package of Sewing Needles
- Slings
- Anti-bacterial salve
- Steri-strips or butterfly stitches
- Disposable gloves
- Face masks
- CPR (disposable mouthpieces)
- Current first aid book

In case of an emergency evacuation, staff will take this kit to the evacuation site, along with an attendance sheet.

H. SCHOOL SAFETY MANAGEMENT TEAM

The Principal is the overall director of the School Safety Management Team and will appoint those members of the staff necessary to respond to issues of safety at the School and in the case of an emergency. Depending upon the nature of an emergency, additional administrative, teaching and support staff may also be part of the team, but may act only when assigned specific duties by the Principal.

I. GUIDELINES FOR HANDLING THE MEDIA

Whenever a natural disaster or crisis situation occurs, media coverage is a certainty. School staff and administrators are encouraged to follow these guidelines when dealing with the media. The Principal should assign a school spokesperson to deal directly with the media.

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- Develop a written statement for dissemination.
- Get the maximum amount of information out to the media - and thus the public - as rapidly as possible.
- Appoint a spokesperson (usually the principal).
- Keep the staff informed through one person.
- Be proactive with the media.
- Contact the media before they contact the school.
- Set geographic and time limits.
- Explain restrictions.
- Hold the press accountable.
- Create positive relations with the media before an emergency crisis occurs.
- Stress positive actions taken by the school.
- Announce new changes made after the incident has passed.

J. DRUGS, ALCOHOL AND TOBACCO

The use or possession of drugs, alcohol, or tobacco is strictly prohibited at the school or around school grounds. If a member of staff suspects that a student is in the possession of a controlled substance, he or she should:

- Identify the parties involved.
- Notify the Principal or his/her designee immediately.
- Follow-up with a written incident report, including any witness statements.

The Principal, or his/her designee, should do the following:

- Assess the situation and determine the level of assistance needed (i.e. school counselor, police)
- Isolate the parties involved for interview/investigation.
- Notify parent or legal guardian.
- Obtain witness statements and document in a written incident report.
- Determine disciplinary consequences. See School Disciplinary, Suspension & Expulsion Policy.
- Determine what intervention or follow-up procedures are necessary including counseling.

K. CHILD ABUSE REPORTING

Child abuse shall be reported in compliance with the procedures set forth in the school's Personnel Handbook and in accordance with California law. The reporting of suspected child abuse is mandatory.

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All employees of the School are committed to children. Professionals who work with or regularly come into contact with children have a crucial role in their protection. Mandated reporters are designated as such because they are in a position to receive information that a child is or may be at risk, and to pass this information on to the agencies that can intervene to protect the child.

When a teacher or other school staff suspects a case of child abuse, he or she should contact the appropriate child protective authorities immediately.

L. CAMPUS “COMING AND GOING”

Visitors and guests are welcome at the school. However, to safeguard students and staff, reasonable precautions should be taken.

Visitors should:

- Always report and sign in at the office.
- Be provided with a visitor’s badge.
- Be prepared to provide identification to school personnel.
- Respect school rules.
- School personnel should:
- Ensure all exterior doors are marked with a notice to visitors to first report to the office.
- Exterior doors should remain locked, except doors near the office area.
- Staff should receive training on how to greet visitors. The first question is “May I help you?”
- Someone should greet every visitor.

Any intruder found roaming the building should be escorted to the office. Someone can then provide any additional information or directions. (NOTE: An intruder is anyone without a visitor’s badge or lacking visible identification stating who they are, i.e., school employee.)

Visitors who fail to comply with school procedures: should verbally be informed they are in violation of school policy. (Example - “Sir, you must report to the office immediately. If you fail to do so, you will be considered a trespasser, and school security will be called.”). If this fails:

- Notify the office of the situation.
- Follow the person, if possible, and continue to give notice of the violation of school rules.
- Police should be notified, or call 911.
- Office should activate building-wide notification plan concerning intruder:
- PA announcement using pre-determined code phrase.
- Classroom doors should be closed.
- Students should remain in current areas.

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M. NOTIFYING TEACHERS OF DANGEROUS PUPILS

The Principal will inform teachers and other relevant staff of students who are defined as dangerous as set forth in the California Education Code §48900, including the exceptions to this rule provided therein. The School will provide this information to the teacher based upon any records that the school maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a student described in this Section. The School is not civilly or criminally liable for providing information unless it is proven that the information was false and that the School employee knew or should have known that the information was false, or the information was provided with a reckless disregard for its truth or falsity.

Any information received by a teacher pursuant to this Section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

N. HARASSMENT AND DISCRIMINATION

Harassment and Discrimination are prohibited. They include the following:

- Verbal Threats
- Threatening Behavior
- Hazing
- Intimidation
- Gang Behavior
- Fights

Policies for dealing with harassment and discrimination are described in the Personnel Handbook.

If harassment or discrimination occurs, school staff should:

- Evaluate the seriousness of the situation and determine the level of assistance needed. If intervention is required, contact support staff. Where a threat of serious bodily injury and/or weapons are involved, call 911.
- Identify the parties involved and give specific verbal directions to discuss the situation. Where a physical altercation is occurring, or is about to occur, call for staff support and immediately separate the parties involved.
- Document the incident, including the names of witnesses and any statements.
- Give incident reports to the Principal, or his/her designee, as soon as possible.

The Principal, or his/her designee, should:

- Assess the seriousness of the incident. If assistance is needed, call necessary support staff. Where a threat of serious bodily injury or weapons is involved, call 911.
- Identify the parties involved.
- Seek written documentation from witnesses.
- Determine disciplinary consequences. See Personnel Handbook; and Disciplinary, Suspension & Expulsion Policy.

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- Determine what intervention or follow-up is necessary, including referral to a school counselor, psychologist, or local law enforcement.
- Notify parents or legal guardian and appropriate school personnel of incident.
- Complete a report with a description of the incident and include the names of witnesses and any statements. Summarize the disciplinary procedures used in resolution of the incident.

O. SCHOOL DISCIPLINE

Discipline will be handled as set forth in the Disciplinary, Suspension & Expulsion Policy.

Acknowledgement of Receipt of Safety Plan

I understand and agree that I will read and comply with the Safety Plan for Ingenium Charter School.

Signature

Date

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**APPENDIX G:
STUDENT REGISTRATION FORM**

INGENIUM CHARTER SCHOOL

Ingenium Charter School
NEW STUDENT REGISTRATION FORM
2010-2011

Student Information

First Name: _____ Middle: _____ Last Name: _____

Address: _____

Apt#: _____

City: _____ State: _____ Zip: _____

Phone: (____) ____-____

Student's Date of Birth: (mm/dd/yyyy) ____/____/____

Student's gender: (Check one only) ☐ F= Female ☐ M= Male

Student is applying for grade: (Check one only)

☐ K = Kindergarten ☐ 1 = 1st Grade ☐ 2 = 2nd Grade ☐ 3 = 3rd Grade
☐ 4 = 4th Grade ☐ 5 = 5th Grade ☐ 6 = 6th Grade

This is the _____ time the student has ever entered this grade level (check one only).

☐ 1 = First Time ☐ 2 = Second Time ☐ 3 = Third Time

The California State Department of Education requires schools to report the following information for students who participate in the Standardized Testing and Reporting Program also known as the STAR testing program. In addition, we are required to report this information as a condition of a major grant we have received. Please assist us by completing the following information so that we may provide the California State Department of Education and our grant donor with the most accurate information possible.

Be assured that this information will be kept confidential.

Student's Primary Race/Ethnicity: (Check one only)

0998 = Alaskan Native or American Indian (Please specify):

☐ Cherokee ☐ Chippewa ☐ Choctaw ☐ Navajo ☐ Pueblo
☐ Sioux ☐ Other: _____

0999 = Asian (Please specify)

☐ Asian Indian ☐ Chinese ☐ Filipino ☐ Japanese ☐ Korean
☐ Vietnamese ☐ Other: _____

Office Use Only

Entry Date ____ / ____ / ____

State ID# _____

District ID _____

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1000 = Black or African American *(Please specify if known)*

☐ Other: _____

1001 = Hawaiian or other Pacific Islander *(Please specify)*

☐ Guamanian ☐ Hawaiian ☐ Samoan ☐ Other: _____

2304 = Hispanic or Latino *(Please specify)*:

☐ Argentinean ☐ Colombian ☐ Cuban ☐ Dominican ☐ Mexican Amer.
☐ Nicaraguan ☐ Puerto Rican ☐ Salvadoran ☐ Spaniard ☐ Other: _____

1002 = White *(Please specify if known)*

☐ Other: _____

Other Race/Ethnicity with which the student identifies. Mark all that apply.

0998 = Alaskan Native or American Indian *(Please specify)*:

☐ Cherokee ☐ Chippewa ☐ Choctaw ☐ Navajo ☐ Pueblo
☐ Sioux ☐ Other: _____

0999 = Asian *(Please specify)*

☐ Asian Indian ☐ Chinese ☐ Filipino ☐ Japanese ☐ Korean
☐ Vietnamese ☐ Other : _____

1000 = Black or African American *(Please specify if known)*

☐ Other: _____

1001 = Hawaiian or other Pacific Islander *(Please specify)*

☐ Guamanian ☐ Hawaiian ☐ Samoan ☐ Other: _____

2304 = Hispanic or Latino *(Please specify)*:

☐ Argentinean ☐ Colombian ☐ Cuban ☐ Dominican ☐ Mexican Amer.
☐ Nicaraguan ☐ Puerto Rican ☐ Salvadoran ☐ Spaniard ☐ Other: _____

1002 = White *(Please specify if known)*

☐ Other: _____

English Proficiency of the student: *(Check one only)*

☐ 1633 = Native English Speaker ☐ 1634 = Fluent English Speaker

☐ 1635 = Non-English speaking ☐ 1636 = Redesignated as fluent English proficient

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☐ 1637 = Status Unknown ☐ 2349 = Limited English proficient/English Language Learner

Primary language spoken at home (*Check one only*):

- | | | | | |
|---|---|-----------------------------------|-------------------------------------|---------------------------------------|
| <input type="checkbox"/> Arabic | <input type="checkbox"/> French | <input type="checkbox"/> Hindi | <input type="checkbox"/> Persian | <input type="checkbox"/> Spanish |
| <input type="checkbox"/> Cantonese | <input type="checkbox"/> French Cre-
ole | <input type="checkbox"/> Italian | <input type="checkbox"/> Polish | <input type="checkbox"/> Tagalog |
| <input type="checkbox"/> Chinese (non Can-
tonese) | <input type="checkbox"/> German | <input type="checkbox"/> Japanese | <input type="checkbox"/> Portuguese | <input type="checkbox"/> Urdu |
| <input type="checkbox"/> English | <input type="checkbox"/> Greek | <input type="checkbox"/> Korean | <input type="checkbox"/> Russian | <input type="checkbox"/> Vietnamese |
| | | | | <input type="checkbox"/> Other: _____ |

Before attending this charter school, the student attended:

School Name: _____ School _____ City: _____

The school the student attended previously can be categorized as: (*Check one only*)

Public:

- ☐ 1821 = Public, same district
- ☐ 1822 = Public, different district in the same state
- ☐ 1823 = Public, different state

Private:

- ☐ 1824 = Private, non-religiously-affiliated, same district
- ☐ 1825 = Private, non-religiously-affiliated, different district, same state
- ☐ 1826 = Private, non-religiously-affiliated, different state
- ☐ 1827 = Private, religiously-affiliated, same district
- ☐ 1828 = Private, religiously-affiliated, different district, same state
- ☐ 1829 = Private, religiously-affiliated, different state

Non-existent or Foreign:

- ☐ 1838 = Original Entry into US school (no previous school)
- ☐ 1839 = Original entry into US school (from foreign country with no schooling interruption)
- ☐ 1840 = Original entry into US school (from foreign country with schooling interruption.)
- ☐ 1830 = Located outside of the country

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Other

- ☐ 1831 = Institution (example: correctional facility)
- ☐ 1832 = *Charter school*
- ☐ 1833 = Home schooling
- ☐ 1834 = Matriculating (in other words, passed previous school's highest grade level)
- ☐ 9999 = *Other*
- Has the student taken a standardized test and been determined "Gifted?" ☐ 0002 = Yes
- ☐ 0232 = No

The questions below pertain to special services currently being received by the student at her or his present school. If you are unaware of the terms used in this box, your child is more than likely not receiving those specific services at this time. If you are unsure, you may leave this section blank and the information will be requested from the child's current school.

Has the student been classified by Special Education Services with any of the following disabilities? (*Check all that apply*)

- ☐ 2121 = Autistic/Autism ☐ 2122 = Deaf-blindness
- ☐ 2123 = Hearing impairment ☐ 2124 = Mental retardation
- ☐ 2125 = Multiple disabilities ☐ 2126 = Orthopedic impairment
- ☐ 2127 = Emotional Disturbance ☐ 2128 = Specific learning disability
- ☐ 2129 = Speech or language impairment ☐ 2130 = Traumatic brain injury
- ☐ 2131 = Visual impairment (e.g. blindness, etc...) ☐ 2132 = Other health impairment
- ☐ 2133 = Deafness ☐ 2134 = Developmental delay
- ☐ 2135 = Infants and Toddlers with disabilities ☐ 9998 = None

Does the student have an active Individual Educational Plan (IEP)? ☐ Yes ☐ No

Does the student need 504 accommodations Medical condition requiring modification)?

☐ Yes ☐ No

How far is the school from your home? . (*Approximate distance in miles*)

How many times has the student's family moved in the past 12 months?

In the student's home:

Approximately how many books are there where the student resides?

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Is there a computer at home? (e.g. desktop/laptop) ☐ 0002 = Yes ☐ 0232 = NoIs there Internet access at home? ☐ 0002 = Yes ☐ 0232 = NoIs there a quiet place for the student to study at home? ☐ 0002 = Yes ☐ 0232 = NoWas any adult employed for income over the past two weeks? ☐ 0002 = Yes ☐ 0232 = No

Migratory Status: Does the student's Parent or Guardian maintain primary employment in one or more agricultural or fishing activities on a seasonal or other temporary basis?

☐ 1641 = Yes ☐ 1643 = No

Lunch Status: Under federal meal program guidelines, this student qualifies for the following lunch status: *(Check one only)*

☐ F = Free lunch ☐ FDC = Free lunch in District of Columbia

☐ P = Full pay ☐ R = Reduced-price lunch

☐ I don't know. *(School will gather this data.)*

Among all parents and guardians residing with the student, what is the highest level of education? *(Check one only)*

Elementary/Middle/High School	College and Beyond	Other
<input type="checkbox"/> 0789 = Pre-Kindergarten	<input type="checkbox"/> 1049 = Some college but no degree	<input type="checkbox"/> 0819 = Vocational Certificate
<input type="checkbox"/> 0805 = Kindergarten	<input type="checkbox"/> 1050 = Associate's degree	<input type="checkbox"/> 1046 = Adult Basic Education Diploma
<input type="checkbox"/> 0790 = 1 st Grade	<input type="checkbox"/> 1051 = Bachelor/ Baccalaureate degree (BA, AB, BS, etc.)	<input type="checkbox"/> 1047 = Formal certificate or diploma (less than one yr.)
<input type="checkbox"/> 0791 = 2 nd Grade	1052 = Graduate certificate	<input type="checkbox"/> 1048 = Formal certificate or diploma (more than or equal to one year)
<input type="checkbox"/> 0792 = 3 rd Grade	<input type="checkbox"/> 1053 = First professional degree (e.g. DC, DDS, MD, DO, DVM, LLB, JD, M.Div.)	<input type="checkbox"/> 2408 = H.S.completers (e.g. certificate of attendance)
<input type="checkbox"/> 0793 = 4 th Grade	<input type="checkbox"/> 1054 = Master's degree (e.g. MA, MS, M.Ed, MSW, MBA.)	<input type="checkbox"/> 2409 = H.S. equivalency (e.g. GED)
<input type="checkbox"/> 0794 = 5 th Grade	<input type="checkbox"/> 1055 = Specialist's degree (e.g. ED.S)	<input type="checkbox"/> 1043 = No school completed
<input type="checkbox"/> 0795 = 6 th Grade	<input type="checkbox"/> 1056 = Post-Professional degree	<input type="checkbox"/> 9999 = Other
<input type="checkbox"/> 0796 = 7 th Grade	<input type="checkbox"/> 1057 = Doctoral degree (e.g.	
<input type="checkbox"/> 0798 = 8 th Grade		
<input type="checkbox"/> 0799 = 9 th Grade		
<input type="checkbox"/> 0800 = 10 th Grade		
<input type="checkbox"/> 0801 = 11 th Grade		

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<input type="checkbox"/> 1044 = H.S. diploma <input type="checkbox"/> 1809 = 12 th grade, no diploma	Ph.D, Ed.D)	
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Health and Immunization Records

Requirements for entrance:

To enter or transfer into public and private elementary and secondary schools (grades kindergarten through 12), children under age 18 must have immunizations as outlined in Health and Safety code Sections 1201325-120380 (formerly Sections 3380-3390); California Administrative Code, Title 17, Sections 6000-6075 (see GUIDE TO THE REQUIREMENTS OF THE Ingenium Charter School). Document of these immunizations must be provided prior to the first day of school.

Allergies:

Serious illness?

Currently taking medication?

Release for NEWS/Media

As a student of this charter school, your child may have the opportunity to participate in media coverage for educational purposes. These opportunities would involve activities such as quotes attributed to your child, pictures of your child in the newspaper, on television, or in productions for the school. By signing below, you authorize your child's participation in media activities for educational purposes.

Parent/Guardian Signature: _____ Date: _____

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Uniforms

By my signature below, I acknowledge that uniforms are required for all students. Information will be provided to parents from the selected vendor. I accept responsibility for compliance with the school's dress code.

Parent/Guardian Signature: _____ Date: _____

EMERGENCY DATA

Primary Care Physician:

Primary Care Physician Phone Number:

Individuals the School is authorized to contact in the event of an emergency:

Name	Telephone Number
_____	_____
_____	_____
_____	_____

If the School is unable to contact me or any of the individuals listed above, I give permission for my son/daughter to receive medical or dental treatment, including transportation to the nearest medical facility.

I understand that, if emergency medical or dental treatment is needed and the listed emergency contacts cannot be reached, 911 will be called at my expense. I agree that the school cannot assume responsibility for the payment of medical fees for expenses incurred.

I understand that it is my responsibility to promptly inform the School of any changes regarding the information on this form.

Parent/Guardian Signature: _____ Date: _____

END of Student Information

Parent/Guardian/Family Information*Parent/Guardian 1*

First Name: _____ **Middle:** _____ **Last Name:** _____

Address (if not the same as student address above):

City: _____ State: _____ Zip: _____ Apt#: _____
Home Phone: _____ Work Phone: _____
Relationship to student: _____ E-mail address: _____

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Parent/Guardian 2First Name: _____ Middle: _____ Last Name: _____

Address (if not the same as student address above):

_____ Apt#: _____

City: _____ State: _____ Zip: _____

Home Phone: _____ Work

Phone: _____

Relationship to student: _____ E-mail address: _____

Does the student have any siblings?

Name	Age	Current School
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Emergency Contact Information

Physician: _____ Phone #: (_____) _____

Health Insurance: _____ Policy #: _____

Individuals the School is authorized to contact in the event of an emergency:

Name	Telephone Number
_____	_____
_____	_____
_____	_____

If the School is unable to contact me or any of the individuals listed above, I give permission for my son/daughter to receive medical or dental treatment, including transportation to the nearest medical facility.

I understand that, if emergency medical or dental treatment is needed and the listed emergency contacts cannot be reached, 911 will be called at my expense. I agree that the school cannot assume responsibility for the payment of medical fees for expenses incurred.

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I understand that it is my responsibility to promptly inform the School of any changes regarding the information on this form.

Parent/Guardian Signature: _____ Date: _____

AUTHORIZATION FOR STUDENT PICK-UPS

The following individuals are authorized to pick up my child from school:

Name	Relationship	Contact Phone
_____	_____	_____
_____	_____	_____
_____	_____	_____

Parent/Guardian Signature: _____ Date: _____

END of Parent/Guardian Information

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APPENDIX H:
BUDGET

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**APPENDIX I:
SAMPLE LESSON PLANS**

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PRACTICE ASKING QUESTIONS ABOUT TEXT AND MAKING PREDICTIONS

Kindergarten

Objective: Students will practice asking questions about text and using pictures and context clues to make predictions about story content.

Standards:

Reading Comprehension

- 2.2 Use pictures and context to make predictions about story content.
- 2.3 Connect to life experiences the information in texts.
- 2.4 Ask and answer about essential elements of a text.

Literary Response and Analysis

- 3.3 Identify characters, settings, and important events.

Anticipatory Set: Teacher shows students the book, *Annabelle Swift, Kindergarten*, reads the title and shows them the first few pages. “Do you have any idea what this story is about from just looking at the first pictures?” Teacher reminds the students that good readers often browse before they read to get an idea of what the story is about.

Purpose: “Remember that an important purpose for reading is to find out information. Listen carefully to find out if Lucy has good advice for Annabelle.”

Input: “This week we will read *Annabelle Swift, Kindergarten*. We will make predictions about what we think will happen to Annabelle. Next week we will read the story again and see if our predictions were correct.”

Modeling: Teacher will read the beginning of the story and model the Comprehension Strategies of asking questions and predicting as outlined in the Open Court Reading and Responding section. Teacher will model filling in a chart to record the first prediction.

Check for Understanding:

The teacher asks a student to model asking questions for the class. Teacher asks, “What do we do when we predict what will happen?”

Guided Practice: Teacher will read the story helping children ask questions and make predictions. As predictions are made, teacher will chart them on sentence strips. On the second reading, teacher will guide students in confirming their predictions. Students will place a happy face on predictions confirmed and an unhappy face on predictions not confirmed.

Independent Practice:

Students will tell the teacher and aide what they thought would happen to them as they prepared to begin Kindergarten this year. Teacher will write what they had predicted would happen to them and what happened. Students will place a happy face on confirmed predictions and an unhappy face on non-confirmed predictions.

Closure:

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Students will compare their first day of Kindergarten with Annabelle's.

PRACTICE CONSTRUCTING
AN INFORMATION MAP

First Grade

Objective: Students will construct an information map or maps about animals.

Standards:

READING COMPREHENSION

- 2.2 Respond to who, what, when, where, and how questions.
- 2.6 Relate prior knowledge to textual information.
- 2.7 Retell the central ideas of simple expository or narrative passages.

Anticipatory Set: "Would you like to be the author of your very own information book answering your questions about your favorite animal?"

Purpose: "We will read a selection and learn more about raccoons." Teacher will invite students to supply questions about raccoons they want to have answered. The teacher will chart questions and tell students that they will return to these questions after reading the selection.

Input: "We will be using an information map to answer questions about animals. We will write the name of the animals in a large box and write facts about the animals in smaller boxes." The teacher will draw a rectangular box on the chalkboard with spokes coming out of the bottom and draw three or four smaller boxes beneath it.

Modeling: "This week we will read a selection about raccoons in our *Open Court Big Book, Animals*. When we finish the selection, we will complete our information map on raccoons."

Check for Understanding:

Teacher will ask students what kinds of information they will write on the information map. Students will understand that the large box has the name of the animal and the small boxes have the facts about the animal.

Guided Practice:

The teacher reads the selection modeling *Asking Questions* Comprehension Strategies. The teacher leads students in a discussion of the selection and reviews the questions the children had and asks which questions were answered as the children read the selection. The teacher will ask students what the selection was about and write the answer (baby raccoons or how babies find food) in the big box. The teacher will then ask for details and write them in the small boxes.

Independent Practice:

Students will write the information map on raccoons in their Writing Journals. Teacher will tell students that their mission is to construct an information map about an animal they choose after they have answered questions about the animal.

Closure:

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Students will share their information map with a partner.

PRACTICE RECOGNIZING CAUSE AND EFFECT RELATIONSHIPS IN A TEXT

Second Grade

Objective: Students will recognize cause and effect relationships in a text.

Standards:

- 2.4 Ask clarifying questions about essential textual elements of exposition.
- 2.5 Restate facts and details in the text to clarify and organize ideas.
- 2.6 Recognize cause-and-effect relationships in a text.

ANTICIPATORY SET: TEACHER ASKS, “WHEN THE BELL RINGS FOR RECESS, WHAT DO WE DO? YES, WE LINE UP. WHY DID WE LINE UP AT THAT TIME? YES, WE LINED UP BECAUSE THE BELL RANG.”

Purpose: Teacher will remind students that a cause makes something happen. What happens in an effect? “Lining up to go to recess is the effect and the bell ringing was the cause.”

Input: We will review our *Open Court* expository article, *What Color is Camouflage*, today and practice identifying things that happen and what makes them happen.

Modeling: “This week when we read *What Color is Camouflage*?, we looked at facts and details to clarify and answer some of our questions.” Using a Cause and Effect graphic organizer, teacher models writing the cause and effect for the bell ringing and lining up for recess. The teacher gives the example, “A mother cat meows and her kittens come running. Her meow causes the kitten to come running, which is the effect.” Teacher fills in information on the chart.

Check For Understanding:

The teacher asks the students to give examples of something happening and what causes it to happen. Students can identify where to chart the action and what causes it to happen.

Guided Practice:

The teacher will guide students through cause and effect practice in the comprehension skills section of the teacher guide to *Open Court*. Using the graphic organizer, teacher continues to chart responses.

Independent Practice:

Students will complete the practice section for Cause and Effect in their Reading and Writing Workbooks.

Closure:

Students will write their own sentence that shows a cause and effect. They will draw an illustration for the picture.

Practice Identifying Story Elements Using a Lotus Diagram

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3rd Grade

Objective: Students will practice identifying story elements using a Lotus Diagram.

Standards:

Reading Comprehension

- 2.3 Demonstrate comprehension by identifying answers in the Text.
- 2.6 Extract appropriate and significant information from the Text, including problems and solutions.

Literary Response and Analysis

- 3.2 Comprehend basic plots of classic fairy tales, myths, folktales, legends and fables from around the world.
- 3.3 Determine what characters are like by what they say or do and by how the author portrays them.
- 3.4 Determine the underlying theme or author's message in a fictional text.

Anticipatory Set: Teacher asks students: "Can you remember the Elements of a story that we try to identify whenever we read a story?"

Purpose: "We will be reviewing these today and practicing identifying them in a story."

Input: "We will be using a Lotus Diagram to write down all of our information. We will write about the characters, setting, problem and solution, the beginning, middle and ending of the story, and theme."

Modeling: "This week we read the story Cinderella in our Open Court book. Let's talk about the story elements for that book and write them on the Lotus Diagram on the board." The teacher models for the box about the characters and the setting, listing information from the story in each box.

Check for Understanding:

The teacher asks the students what kind of information they will write on the Lotus Diagram. Students will understand that each box is like a question about the story and they must answer it with details from the story.

Guided Practice:

The teacher asks the students to come up to the board and help fill in the rest of the boxes on the Lotus Diagram for each part of the story.

Independent Practice:

Students are given another short fairy tale to read independently. They fill out the Lotus Diagram based on the elements of the story.

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Characters	Setting	Problem
------------	---------	---------

Closure:

“Each person in your group will share a different element of the story at your table.” Number the students and have all the 1’s share a certain element, all the 2’s share a certain element, etc.

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Solution	Story Elements for _____	Beginning
Middle	End	Theme

**PRACTICE WRITING SUMMARIES OF A
READING SELECTION
Fourth Grade**

Objective:

Students will write summaries of a reading selection focusing on the main idea and most significant details using a Lotus Diagram for reference.

Standards:

Literary Response and Analysis

3.2 Identify the main events of the plot, their causes, and the influence of each event on future actions.

3.3 Use knowledge of the situation and setting and of a character's traits and motivations to determine the causes for that characters actions.

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Writing Applications

2.4 Write summaries that contain the main ideas of the reading selection and the most significant details.

Anticipatory Set:

“Do you remember how to identify main ideas and supporting details in a story?”

Purpose:

“We will use information from the Lotus Diagram we completed on the Sarah Plain and Tall in our OCR Book to write summaries focusing on main ideas and most significant details.”

Input:

“As we review Sarah Plain and Tall and the information on our Lotus Diagram, we will identify the main events of the past, their causes and the influence of each event to help us write our summaries.”

Modeling:

At the beginning of our story Caleb questions Anna about his mother. Many things are said in this conversation and some things Anna thinks but does not say. Teacher models by charting the event and details explaining that we will look back at each event in the story and the details of the event.

Check for Understanding:

The teacher asks the student what kind of information they will chart to prepare for the writing of their summaries. Students will understand that each major event will have its specific details as they progress through the story. These events and their causes influence future events.

Guided Practice:

Students work in small groups of four reading the story and developing their charts. Volunteer groups share and chart their ideas on the class chart started by the teacher.

Independent Practice:

Using their Lotus Diagrams and Main Event / Details Charts, each group will write a summary of Sarah Plain and Tall.

Closure:

Each group will share their summaries with the class.

Drivers and Preventers Lesson Plan for a Unit on the American Revolution**Grade 5**

Objective: Students will utilize the Drivers and Preventers quality tool to demonstrate their understanding of the American Revolution and review for a test.

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Standards: 5.6 Students understand the course and consequences of the American Revolution.

1. Identify and map the major military battles, campaigns, and turning points of the Revolutionary War, the roles of the American and British leaders, and the Indian leaders' alliances on both sides.
2. Describe the contributions of France and other nations and of individuals to the out-come of the Revolution (e.g., Benjamin Franklin's negotiations with the French, the French navy, the Treaty of Paris, The Netherlands, Russia, the Marquis Marie Joseph de Lafayette, Tadeusz Kościuszko, Baron Friedrich Wilhelm von Steuben).
3. Identify the different roles women played during the Revolution (e.g., Abigail Adams, Martha Washington, Molly Pitcher, Phillis Wheatley, Mercy Otis Warren).
4. Understand the personal impact and economic hardship of the war on families, problems of financing the war, wartime inflation, and laws against hoarding goods and materials and profiteering.
5. Explain how state constitutions that were established after 1776 embodied the ideals of the American Revolution and helped serve as models for the U.S. Constitution.
6. Demonstrate knowledge of the significance of land policies developed under the Continental Congress (e.g., sale of western lands, the Northwest Ordinance of 1787) and those policies' impact on American Indians' land.
7. Understand how the ideals set forth in the Declaration of Independence changed the way people viewed slavery.

Anticipatory Set: Teacher asks students if it was easy for the Revolutionary Army to win the war.

Input:

- Class discusses the fact that there were things that helped the Revolutionary Army, but also things that worked against them.
- Teacher introduces the drivers and preventers tool, and writes the goal "Revolutionary Army winning the American Revolution" at the top of the chart.
- Teacher explains that drivers are things that helped them meet their goal of winning the war and preventers are things that worked against them.

Modeling:

- The teacher says, "One thing that helped the Revolutionary Army win the revolution was their victory at Valley Forge." The teacher writes this on the side of the chart that says drivers.
- The teacher then models an example for the preventers side of the chart, such as the British invading the south and capturing Savannah, GA.

Guided Practice:

- The students provide examples to add to the chart and the teacher asks the class which side of the chart they belong on.

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- The students work in groups to complete their own Drivers and Preventers chart. They can use their books as a resource.

Check for Understanding:

- The teacher checks in with each group to see that their ideas are on target and that they understand the concept of Drivers and Preventers.
- Using a round robin method each group will share out ideas to add to the class-room chart until all ideas have been shared.

Independent Practice:

- Students are given another Drivers and Preventers Chart that has the goal "The British beating the Revolutionary Army" written at the top of the chart. The teacher explains that looking at the war from the opposite perspective also helps to identify key battles and things that affected the war.
- Students begin this chart in class and complete it independently for homework.

Closure:

- Share with your partner something that you learned today that you feel you need to remember for the test.

Direct Instruction Lesson Plan for Goal Setting

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CHAPTER 2:
Develop Balanced
Instructional
Model

Drill and Practice 5 Step Lesson Plan Sample

Lesson Title: Setting Goals for a Lifetime **Theme (if applicable):**

<p>I. Anticipatory Set A. Attraction: State a goal to the class and act out reaching the goal. Example: "There is a log over a creek that I would like to cross, but fear I will fall. So I will practice standing on a piece of pipe on one foot for 60 seconds at time." (Act out) Have them count. Start acting out the other foot on the pipe. Explain that when I can stand on each foot for 5 minutes I will cross the log. Act out crossing the log.</p>	<p>E. Purpose: Goal-setting is way to make your dreams come true. Learning to set goals and carry out steps for success will help build self-esteem and satisfaction.</p>
<p>B. Connections: What are the goals of your heroes and heroines? What simple goals do we set everyday? What long-term goals do we set? e.g. Getting a new bike, visiting relatives, becoming a doctor.</p>	<p>D. Objective (Standards): Personal/Social/Health Development PSH 2.3 Understands the importance of setting goals. PSH 3.5 Practices a goal-setting process to establish short-term and long-term goals. PSH 4.6 Revises goals and plans for goal accomplishment as needed.</p>
<p>II. Instruction B. Delivery: Ask these questions: What was my goal? How did I plan my steps for success and what were they? How did I know when I was ready to cross the log? Discussion. Read Aloud: "He Set Goals for a Lifetime", John Goddard, <u>Chicken Soup for the Soul</u> Discussion. Brainstorm lifetime goals with the class.</p>	<p>C. Model: See A. Attraction John Goddard's "My Life List"</p>
<p>III. Guided Practice B. Delivery: Distribute Lifetime Goals Sheet.</p>	<p>IV. Closure Have them share. Review PSH 2.3, 3.5, 4.6 A. Assessment: Distribute Self-Assessment and have them score themselves on PSH 2.3, 3.5, 4.6</p> <p>V. Independent Practice A. Performance: Distribute Goal Time Sheet</p> <p>B. Repetition/Extension: Individual Learning Plan</p>

"Direct Instruction is an important component of a balanced instructional model, but the application phases of the model are just as important."
 - Alaska Quality Schools Coalition Member

Practical Application Lesson Plan

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Performance Task Sample

Title: Coins and People

Standard Areas: Please indicate the performance levels.

Mathematics Level 1-2
 Cultural Awareness & Expression Level _____
 Technology Level _____
 Personal/Social/Health Level _____
 Social Sciences Level _____ Career Development Level _____
 Writing Level _____ Services Learning Level 1-2
 Reading Level _____ Science Level _____

Balanced Instructional Model:
Please check which strand(s).

- ☒ Practical Application
☒ Interactive/Simulation
☒ Real-Life Connection

Please indicate the product:

Graph, oral explanation
Please describe the audience:
Teacher

Content knowledge and/or process skills Standard(s):

Functions and Relationships:

MA.19 (A2.1.1) Sorts and classifies.

Statistics and Probability:

MA.216(A6.2.1) Constructs simple graphs and tables (bar, line, pictographs).

Communication and Reasoning:

MA.219 (C1.2.1) Identifies and understands key words in simple problem solving (e.g. in all, how many more).

Personal/Social/Career/Service Standard(s):

SL.1.2 Offers help when others are in need; gives help respectfully and willingly when asked.

SL.1.4 Works well with others (shares, cooperates, etc.).

SL.2.4 Appropriately offers help both in the classroom and with schoolwide projects/events (demonstrating for Parent Night).

PERFORMANCE TASK

Essential Question: What will the graph show? Why do we separate coins? Why do we help others?

Materials per student: 3 column graphing paper, 15 coins in a container. The teacher divides students into groups of 3 or 4.

Each student in the group is given a container of 15 coins (a combination of pennies, nickels, and dimes that is different for each student).

The student sorts coins and makes a graph of the results. The group compares their data explaining the results to each other. Each student makes a graph of the group's combined graphing data. The student explains how they gathered the data, how it was graphed, and the results to the teacher.

ASSESSMENT

Trails/Standards	- Emerging	✓ Developing	+ Proficient	* Advanced
<u>Communication and Reasoning</u> MA.219	<ul style="list-style-type: none"> shows difficulty restating the problem makes no explanation about the process(es) needed to solve the problem 	<ul style="list-style-type: none"> restates the problem leaves steps out of the process of solving a problem 	<ul style="list-style-type: none"> restates the problem verbally explains the process(es) needed may not get the steps in the correct sequence 	<ul style="list-style-type: none"> verbally explains the process needed to solve problem uses the correct sequence explains how the solution was reached realizes when errors have occurred and self-corrects
<u>Sorting and Classifying</u> MA.19 MA.216	<ul style="list-style-type: none"> unable to sort and classify the objects graph is mostly incorrect graph is unreadable 	<ul style="list-style-type: none"> most objects are sorted and classified accurately graph displays most results accurately graph is difficult to read 	<ul style="list-style-type: none"> accurately sorts and classifies the objects graph accurately displays results graph is easy to read 	<ul style="list-style-type: none"> finds patterns in results graph provides results beyond the task graph is aesthetically pleasing
<u>Helping and working with others</u> SL.1.2, 1.4, 2.4	<ul style="list-style-type: none"> disrespectful and/or unwilling in helping others disrupts group and/or class 	<ul style="list-style-type: none"> offers help respectfully when prompted strives to work well in group, but struggles with: <ol style="list-style-type: none"> sharing listening taking turns following directions other 	<ul style="list-style-type: none"> offers help respectfully and willingly works well in group by cooperating, listening, taking turns and following directions 	<ul style="list-style-type: none"> shows sensitivity in meeting the individual needs of peers fosters positive group interaction by modeling for others

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APPENDIX J:
MAINTENANCE AND OPERATIONS PLAN

INGENIUM CHARTER SCHOOL

Ingenium Charter School

Maintenance and Operations Plan

INGENIUM CHARTER SCHOOL

INTRODUCTION

A school facility is more than just buildings, equipment, and grounds that must be maintained and protected. It is an environment where learning must take place. The facilities must be conducive to learning - clean, attractive, well-lit, cool in the summer, warm in the winter, and with electrical and mechanical systems that can be relied upon.

MANAGING THE OPERATIONS AND MAINTENANCE PROGRAM

Effective management of an operations and maintenance program involves the coordination of manpower, machinery, money, and materials. The Principal, or his designee, has overall operational responsibility for the following functions:

1. Planning - Plans are developed for short and long-range operations. These plans outline the services to be performed, how they will be performed, and the financial resources to support these services.
2. Organization - An effective maintenance team or qualified contractors must be identified to achieve the desired level of performance and deliver the required product with the least cost. This is essential in order to maximize the funds available for operations, maintenance, and repair.
3. Work Assignments - Work is assigned to the proper staff member when appropriate or contracted through outside sources when dictated by the size or complexity of the required task.
4. Evaluation - Equipment and systems are routinely evaluated for general condition, proper operation, and need for servicing or repair. Formal evaluations of each lab, classroom, and administrative area are completed twice a year by program coordinators and applicable administrative personnel. These evaluations are administered in accordance with the Safety Manual requirements and serve as an independent, third-party evaluation mechanism.

Maintenance of Instructional Equipment For purposes of maintenance planning, instructional equipment is divided into two categories:

- ✚ Technology Equipment (computers, printers, projectors, etc.); and
- ✚ Industrial Equipment (program specific such as welding equipment, machine tools, etc.)

Technology equipment is maintained by the Instructional Technology Coordinator. Industrial equipment maintenance is the responsibility of the program coordinator to which the equipment is assigned, using maintenance directives which apply to the specific equipment with assistance from manufacturers or other outside sources, when required.

CONSERVATION OF ENERGY

The potential exists for tremendous waste of energy each year due to the misconception of some that we have unlimited resources, both natural and fiscal. Today's increasing costs

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and budget restrictions should be justification enough to carefully monitor energy consumption and control the misuse of energy.

Faculty and staff are the front line of defense against energy abuse and are expected to lead the energy conversation effort. The classroom, lab, or office area for which they are responsible offers many opportunities to practice conservation measures and reduce expenditures for utilities and general building operations. A joint effort between faculty, staff, and students can lower costs while still ensuring the required services.

The following is a partial list of steps needed for efficient energy use and conservation.

1. General

- a. Be aware of rooms that are too cold or hot and report the condition.
- b. Report leaking faucets, water fountains, or toilets.
- c. Turn off lights when leaving the area.
- d. Keep doors and windows closed.

2. Heating, Ventilation, and Air Conditioning Systems

- a. Encourage all personnel to wear appropriate clothing for the season.
- b. Adjust building temperatures at night, on week-ends, and other periods of non-use.
- c. Perform regularly scheduled maintenance on time.

3. Electrical Systems

- a. Turn off all lights when rooms are unoccupied.
- b. Reduce lighting in storage, utility areas, and other non-essential locations.
- c. Review all general lighting levels for possible reduced illumination.
- d. Use colors that reflect light. Keep walls, ceilings, and floor surfaces clean.

4. Plumbing Systems

- a. Reduce temperature of general-use hot water.
- b. Repair all leaking faucets, toilets, and water coolers.

SAFE MAINTENANCE PRACTICES

Safety has a special priority in the operation of Ingenium Charter School's facilities. The administration has as its first priority and concern the physical safety of students, faculty,

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staff, and visitors. For the faculty and staff this means giving continuous attention to the buildings and equipment. They must investigate all suspect and unexplained conditions.

The following safety measures should be carefully observed:

1. Hallways - Keep clean and clear of obstructions and in a good state of repair. Eliminate anything across the hallways that could create a safety hazard.
2. Fire Protection - Provide and maintain, in effective operating condition, portable fire extinguishers suitable for the areas and hazards involved.
3. Hand Tools - Keep tools and equipment clean and in safe condition.
4. Stationary Electrical Devices - Ground all stationary electrically powered equipment, tools, and devices.
5. Lifting - Always use proper lifting techniques.
6. Storage Areas - Stack, block, interlock, and limit in height all storage so that it is secure against sliding or collapse. Keep storage areas free from accumulation of materials that constitute hazards or pest harborage.
7. Integrated Pest Management – Ingenium Charter School will comply with LAUSD's policy focusing on long-term pest prevention and giving non-chemical methods first consideration when selecting appropriate pest management techniques.

GENERAL BUILDING MAINTENANCE

Preventive maintenance is practiced on a regular basis with items being checked daily, monthly, quarterly, semi-annually, and annually. The frequency of inspection depends on variable factors, such as weather, time of year, cost of repair/replacement, etc.

Items are checked daily for proper operation. They are also checked for leakage, faulty electrical connections/equipment, worn parts or drive belts, squeaks, rattles, and loss of power as a minimum. Items are periodically refurbished by cleaning, draining, replacing operating fluids and gases, and lubricating moving parts.

When an item of equipment fails or otherwise goes out of service, the situation is assessed and a plan is devised for repair or replacement. If the failure can be repaired, the necessary repair or replacement parts are bought and installed by staff or the repairs are contracted out if required. Depending on the cost, a bid may be obtained. The contractor/supplier with the lowest qualifying bid is awarded the contract.

Routine maintenance and repair of buildings and/or equipment are accomplished with a written Work Request. This written format is used for non-emergency work or equipment failure and provide for repair on a priority basis. Emergency or urgent repairs are handled verbally and as quickly as possible.

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The Principal or designee schedules such meetings as are necessary to discuss maintenance and repair problems, set priorities, and resolve conflicts. Priorities are adjusted based on problems discussed. Repairs on buildings and/or maintenance of equipment may be deferred when work cannot be performed due to area(s) in use by students or when the project exceeds available funds.

PREVENTIVE MAINTENANCE-DAILY

A. Lights, Doors, and Fire Extinguishers

1. Check to ensure that all are in proper working order and appropriate for the area.
2. Replace, adjust, or service as required.

B. Restrooms

1. Check and repair any drain stoppages.
2. Check and repair any leaking pipes or wash basins.

C. Electrical Systems

1. Check for loose connections, doors, and latches on circuit breaker panels.
2. Adjust or repair as appropriate.

D. Air Conditioning Chillers

1. Visual check of controls for proper operation.
2. Repair or adjust as appropriate.

E. Mechanical Rooms

1. Visual check of equipment status.
2. Check for proper operating limits.
3. Repair or adjust as appropriate.

PREVENTIVE MAINTENANCE-MONTHLY

A. Domestic Hot Water System

1. Visually inspect for leaks and proper operation.
2. Lubricate water circulation pumps.

B. Air Compressor System

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1. Check for proper operation.
2. Check auto-drain system.
3. Check oil level.
4. Drain settlement bowls.

C. Fire Extinguishers

1. Check for proper charge.
2. Service as necessary.

PREVENTIVE MAINTENANCE-QUARTERLY

A. Air Conditioning Systems

1. Change filters.
2. Check drive belts for looseness and wear.
3. Lubricate bearings
4. Check refrigerant levels.

B. Exhaust Fans

1. Lubricate bearings.
2. Check drive belts for looseness and wear.

PREVENTIVE MAINTENANCE-SEMI-ANNUAL

A. Air Conditioning Systems

3. Clean coils.
4. Check electrical connections.
5. Lube motors and pumps.

B. Air Compressor System

6. Clean air filters
7. Change oil, if necessary.
8. Check safety valve.

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PREVENTIVE MAINTENANCE-ANNUAL

A. Air Compressor System

1. Change oil and lubricate bearings.
2. Check belts, replace as needed.

B. Domestic Hot Water System

1. Drain tank and flush standard hot water heaters.
2. Check heating elements.

GENERAL BUILDING CARE

A. Schedule Dependent Work Assignment

1. The following schedules are to be used as guidelines. There are many times when custodians may see an area or situation that requires immediate attention. It may be necessary to provide services that do not follow the schedule. The shift supervisor may assign duties as required.

B. Opening Assigned Building(s)

1. Disarm alarm systems as required.
2. Check all doors to determine any forced entry or unlocked doors. If found, record date, time, room number, etc. To supervisor.
3. Check for evidence of vandalism (broken windows, etc.). Report any discrepancies to supervisor.
4. Check that all lights and air conditioning/heating systems are operating as desired.
5. Pick-up paper or other refuse found in area.

C. Performing a Complete Walk-Through of Building(s)

1. Visually inspect entrances, hallways, restrooms, faculty and student lounges and snack areas.
2. Clean and stock restrooms if necessary.
3. Check for roof leaks.

D. Closing Assigned Building(s)

1. Visually check that rooms are unoccupied and locked as required.

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2. Turn off lights as directed.
3. Set appropriate alarm systems.

CUSTODIAL DUTIES**A. Daily Duties (10 AM to 7 PM Shift)**

4. Sweep inside and outside entrances.
5. Empty waste and sanitary receptacle.
6. Dust furniture, office equipment, window sills, unless otherwise notified otherwise for specific areas.
7. Dust mop all floor areas as needed.
8. Clean and sanitize drinking fountains.
9. Clean, sanitize, and restock restrooms using approved germicidal cleaners to disinfect lavatories, toilets, urinals, partitions, fixtures, mirrors, as well as towel and soap dispensers. Scrub or mop using germicidal disinfectant.
10. Clean glass doors and door frames.
11. Spot clean walls, interior doors, door frames, and floors.
12. Vacuum all carpets.
13. Spot clean carpets.
14. Distribute copy paper as directed.
15. Replace ceiling tiles as necessary.
16. Perform other duties as assigned by supervisor.

B. Daily Duties (7 PM to 4 AM)

1. Sweep floors (halls, classrooms, and restrooms).
2. Mop floors (halls, classrooms, and restrooms).
3. Burnish floors (halls, classrooms, and restrooms).
4. Vacuum hallway carpets (classrooms and offices as directed).
5. Spot check restrooms, re-clean if necessary.
6. Spot check trash cans, empty if necessary.

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7. Clean exit doors,
8. Check patios for litter, sweep if necessary.

C. Weekly Duties (7 PM to 4 AM)

1. Scrub tile floors in halls, classrooms, and student snack bar.
2. Wax floors as required.
3. Scrub floors in restrooms and disinfect.
4. Clean carpets as necessary.

D. Weekly Duties, Saturday Shift (7 AM to 4 PM)

9. Open school for Saturday classes.
10. Check for forced entry or vandalism (report as necessary).
11. Blow patios and parking lots.
12. Dust all offices and classrooms, unless specifically excluded.
13. Empty trash.
14. Clean windows.
15. Clean interior walls and doors.
16. Clean carpets as necessary.
17. Wash school vehicles.

GROUND MAINTENANCE

DAILY DUTIES

1. Remove all trash or paper from lawn, shrub, and parking areas.
2. Check bedding plant areas for pests and appropriate moisture. If necessary, manually activate the irrigation system for the area. If pests are found, report to the maintenance superintendent for scheduling of treatment.
3. Check campus for irrigation leaks or malfunctions to ensure no blow-outs or lost sprinkler heads. Irrigation problems should be repaired as soon as possible or reported to the superintendent for professional assistance.
4. Check and adjust sprinkler heads to keep water off sidewalks, and sides of buildings.

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5. Check lobby plants for pests and water as necessary.
6. Check lawn areas for holes or sink areas and repair as needed.

WEEKLY DUTIES (OR AS NEEDED)

1. Clean all work areas and clear any safety hazards.
2. Clean and perform maintenance as needed on vehicles.
3. Clean and perform maintenance as needed on equipment.

BI-MONTHLY DUTIES (OR AS NEEDED)

1. Arrange for all lawn areas to be mowed on main campus area.
2. Check all shrubs and trees for pests and general health.
3. Edge all sidewalks and drives, cleaning debris from the edged areas.

MONTHLY DUTIES

1. Check all shrub and bedding areas for mulching material and order replacement material as necessary.
2. Check that the proper mulch is applied to the needed areas. Bedding plant areas will require a finer grade of mulch than regular shrub areas.

MONTHLY (SUMMER OR WARM MONTHS)

1. Trim all shrubs as necessary.
2. Trim trees after consultation with environmental horticulture instructor. Trees should be trimmed after any storm damage, stress, or any other trauma.
3. Apply "weed & feed" type fertilizer in early Spring and follow with a regular application of a timed-release fertilizer six weeks later.

MONTHLY (WINTER OR COLD MONTHS)

1. Check bedding plant areas for weeds or other debris. Remove as necessary and deposit in a composting area.
2. Clean other areas such as lawn areas and parking lots as necessary. Use power blowers and appropriate safety equipment.

ANNUALLY

1. Trim palm trees at the end of summer to remove old dead leaves and seed pods. Dispose of in a composting area.
2. Perform annual maintenance checks on all vehicles and equipment.

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3. Test soil in December of all beds and lawn areas. Correct Ph irregularities before growing seasons

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APPENDIX K:
BYLAWS

INGENIUM CHARTER SCHOOL

**BYLAWS
OF
INGENIUM SCHOOLS**

(A California Nonprofit Public Benefit Corporation)

**ARTICLE I
NAME**Section 1. **NAME.** The name of this corporation is Ingenium Schools.**ARTICLE II
PRINCIPAL OFFICE OF THE CORPORATION**

Section 1. **PRINCIPAL OFFICE OF THE CORPORATION.** The principal office for the transaction of the activities and affairs of this corporation is 1640 Orange Tree Lane, State of California. The Board of Trustees may change the location of the principal office. Any such change of location must be noted by the Secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2. **OTHER OFFICES OF THE CORPORATION.** The Board of Trustees may at any time establish branch or subordinate offices at any place or places where this corporation is qualified to conduct its activities.

**ARTICLE III
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS**

Section 1. **GENERAL AND SPECIFIC PURPOSES.** The purpose of this corporation is to manage, operate, guide, direct and promote charter schools. Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.

**ARTICLE IV
CONSTRUCTION AND DEFINITIONS**

Section 1. **CONSTRUCTION AND DEFINITIONS.** Unless the context indicates otherwise, the general provisions, rules of construction, and definitions in the California Nonprofit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of

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the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term "person" includes both a legal entity and a natural person.

**ARTICLE V
DEDICATION OF ASSETS**

Section 1. **DEDICATION OF ASSETS.** This corporation's assets are irrevocably dedicated to public benefit purposes as set forth in each charter school's charter. No part of the net earnings, properties, or assets of the corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any trustee or officer of the corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the corporation shall be distributed to a nonprofit fund, foundation, or corporation that is organized and operated exclusively for charitable purposes and that has established its exempt status under Internal Revenue Code section 501(c)(3).

**ARTICLE VI
CORPORATIONS WITHOUT MEMBERS**

Section 1. **CORPORATIONS WITHOUT MEMBERS.** This corporation shall have no voting members within the meaning of the Nonprofit Corporation Law. The corporation's Board of Trustees may, in its discretion, admit individuals to one or more classes of nonvoting members; the class or classes shall have such rights and obligations as the Board of Trustees finds appropriate.

**ARTICLE VII
BOARD OF TRUSTEES**

Section 1. **GENERAL POWERS.** Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the corporation's activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Trustees ("Board"). The Board may delegate the management of the corporation's activities to any person(s), management company or committees, however composed, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board.

Section 2. **SPECIFIC POWERS.** Without prejudice to the general powers set forth in Section 1 of these bylaws, but subject to the same limitations, the Board of Trustees shall have the power to:

- a. Appoint and remove, at the pleasure of the Board of Trustees, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service.
- b. Change the principal office or the principal business office in California from one location to another; cause the corporation to be qualified to conduct its activities in

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any other state, territory, dependency, or country; conduct its activities in or outside California; and designate a place in California for holding any meeting of members.

- c. Borrow money and incur indebtedness on the corporation's behalf and cause to be executed and delivered for the corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.
- d. Adopt and use a corporate seal; prescribe the forms of membership certificates; and alter the forms of the seal and certificates.

Section 3. **DESIGNATED TRUSTEES AND TERMS.** The number of trustees shall be no less than five and no more than seven, unless changed by amendments to these bylaws. All trustees shall be designated by the existing Board of Trustees. All trustees are to be designated at the corporation's annual meeting of the Board of Trustees.

Except for the initial Board of Trustees, each trustee shall hold office unless otherwise removed from office in accordance with these bylaws for two years and until a successor trustee has been designated and qualified. Terms for the initial Board of Trustees shall be five seats for a term of two years. The initial Board of Trustees shall be as follows:

<u>NAME</u>	<u>EXPIRATION OF TERM</u>
Murad Rahman	November 6, 2008
Terre Butler	November 6, 2008
Rick Evans	November 6, 2008
Isaac Hammond	November 6, 2008

Section 4. **RESTRICTION ON INTERESTED PERSONS AS TRUSTEES.** No more than 49 percent of the persons serving on the Board of Trustees may be interested persons. An interested person is (a) any person compensated by the corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a trustee as trustee; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. However, any violation of this paragraph shall not affect the validity or enforceability of transactions entered into by the corporation. The Board may adopt other policies circumscribing potential conflicts of interest.

Section 5. **TRUSTEES' TERM.** Each trustee shall hold office for two years and until a successor trustee has been designated and qualified.

Section 6. **NOMINATIONS BY COMMITTEE.** The Chairman of the Board of Trustees will appoint a committee to designate qualified candidates for election to the Board of Trustees at least thirty (30) days before the date of any election of trustees. The nominating committee shall make its report at least seven (7) days before the date of the election or at such other time as the Board of Trustees may set and the Secretary shall forward to each Board member, with the notice of meeting required by these bylaws, a list of all candidates nominated by committee.

Section 7. USE OF CORPORATE FUNDS TO SUPPORT NOMINEE. If more people have been nominated for trustee than can be elected, no corporation funds may be expended to support a nominee without the Board's authorization.

Section 8. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies on the Board of Trustees shall occur in the event of (a) the death, resignation, or removal of any trustee; (b) the declaration by resolution of the Board of Trustees of a vacancy in the office of a trustee who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3; (c) the increase of the authorized number of trustees; or (d) the failure of the members, at any meeting of members at which any trustee or trustees are to be elected, to elect the number of trustees required to be elected at such meeting; and (e) termination of employment with a charter school.

Section 9. RESIGNATION OF TRUSTEES. Except as provided below, any trustee may resign by giving written notice to the Chairman of the Board, or the Secretary, or to the Board. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a trustee's resignation is effective at a later time, the Board of Trustees may elect a successor to take office as of the date when the resignation becomes effective.

Section 10. TRUSTEE MAY NOT RESIGN IF NO TRUSTEE REMAINS. Except on notice to the California Attorney General, no trustee may resign if the corporation would be left without a duly elected trustee or trustees.

Section 11. REMOVAL OF TRUSTEES. Any trustee may be removed, with or without cause, by the vote of the majority of the members of the entire Board of Trustees at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and of the removal questions are given in compliance with the provisions of the Ralph M. Brown Act (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code). Any vacancy caused by the removal of a trustee shall be filled as provided in Section 12.

Section 12. VACANCIES FILLED BY BOARD. Vacancies on the Board of Trustees may be filled by approval of the Board of Trustees or, if the number of trustees then in office is less than a quorum, by (a) the unanimous consent of the trustees then in office, (b) the affirmative vote of a majority of the trustees then in office at a meeting held according to notice or waivers of notice complying with Corporations Code Section 5211, or (c) a sole remaining trustee.

Section 13. NO VACANCY ON REDUCTION OF NUMBER OF TRUSTEES. Any reduction of the authorized number of trustees shall not result in any trustees being removed before his or her term of office expires.

Section 14. PLACE OF BOARD OF TRUSTEES MEETINGS. Meetings shall be held at the principal office of the Corporation. The Board of Trustees may designate that a meeting be held at any place within California that has been designated by resolution of the Board of Trustees or in the notice of the meeting. All meetings of the Board of Trustees shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act, California

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Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.

Section 15. MEETINGS; ANNUAL MEETINGS. All meetings of the Board of Trustees and its committees shall be called, noticed, and held in compliance with the provisions of the Ralph M. Brown Act ("Brown Act"). (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code).

The Board of Trustees shall meet annually for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as may be specified and noticed by resolution of the Board of Trustees.

Section 16. REGULAR MEETINGS. Regular meetings of the Board of Trustees, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board of Trustees. At least 72 hours before a regular meeting, the Board of Trustees, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting.

Section 17. SPECIAL MEETINGS. Special meetings of the Board of Trustees for any purpose may be called at any time by the Chairman of the Board of Trustees, or the Secretary, or any two trustees. The party calling a special meeting shall determine the place, date, and time thereof.

Section 18. NOTICE OF SPECIAL MEETINGS. In accordance with the Brown Act, special meetings of the Board of Trustees may be held only after twenty-four (24) hours notice is given to each trustee and to the public through the posting of an agenda. Pursuant to the Brown Act, the Board of Trustees shall adhere to the following notice requirements for special meetings:

- a. Any such notice shall be addressed or delivered to each trustee at the trustee's address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the trustee for purposes of notice, or, if an address is not shown on the Corporation's records or is not readily ascertainable, at the place at which the meetings of the Board of Trustees are regularly held.
- b. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.
- c. The notice of special meeting shall state the time of the meeting, and the place if the place is other than the principal office of the Corporation, and the general nature of the business proposed to be transacted at the meeting. No business, other

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than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

Section 19. QUORUM. A majority of the voting trustees then in office shall constitute a quorum. All acts or decisions of the Board of Trustees will be by majority vote based upon the presence of a quorum. Should there be fewer than a majority of the trustees present at any meeting, the meeting shall be adjourned. Voting trustees may not vote by proxy.

Section 20. TELECONFERENCE MEETINGS. Members of the Board of Trustees may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

- a. At a minimum, a quorum of the members of the Board of Trustees shall participate in the teleconference meeting from locations within the boundaries of the school districts in which the charter schools operates;
- b. All votes taken during a teleconference meeting shall be by roll call;
- c. If the Board of Trustees elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
- d. All locations where a member of the Board of Trustees participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;¹
- e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Trustees directly at each teleconference location; and
- f. The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.²

Section 21. ADJOURNMENT. A majority of the trustees present, whether or not a quorum is present, may adjourn any Board of Trustees meeting to another time or place. If a meeting is adjourned for more than twenty-four (24) hours, notice of such adjournment to another time or place shall be given, prior to the time schedule for the continuation of the meeting, to the trustees who were not present at the time of the adjournment, and to the public in the manner prescribed by any applicable public open meeting law.

Section 22. COMPENSATION AND REIMBURSEMENT. Trustees may receive such compensation, if any, for their services as trustees or officers, and such reimbursement of expenses,

¹ This means that members of the Board of Trustees who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.

² The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

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as the Board of Trustees may establish by resolution to be just and reasonable as to the corporation at the time that the resolution is adopted.

Section 23. **CREATION AND POWERS OF COMMITTEES.** The Board, by resolution adopted by a majority of the trustees then in office, may create one or more committees, each consisting of two or more voting trustees and no one who is not a trustee, to serve at the pleasure of the Board. Appointments to committees of the Board of Trustees shall be by majority vote of the authorized number of trustees. The Board of Trustees may appoint one or more trustees as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the Board, to the extent provided in the Board of Trustees' resolution, except that no committee may:

- a. Take any final action on any matter that, under the California Nonprofit Public Benefit Corporation Law, also requires approval of the members or approval of a majority of all members;
- b. Fill vacancies on the Board of Trustees or any committee of the Board;
- c. Fix compensation of the trustees for serving on the Board of Trustees or on any committee;
- d. Amend or repeal bylaws or adopt new bylaws;
- e. Amend or repeal any resolution of the Board of Trustees that by its express terms is not so amendable or subject to repeal;
- f. Create any other committees of the Board of Trustees or appoint the members of committees of the Board;
- g. Expend corporate funds to support a nominee for trustee if more people have been nominated for trustee than can be elected; or
- h. Approve any contract or transaction to which the corporation is a party and in which one or more of its trustees has a material financial interest.

Section 24. **MEETINGS AND ACTION OF COMMITTEES.** Meetings and actions of committees of the Board of Trustees shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board of Trustees' actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board of Trustees' resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Trustees may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Trustees has not adopted rules, the committee may do so.

Section 25. **NON-LIABILITY OF TRUSTEES.** No trustee shall be personally liable for the debts, liabilities, or other obligations of this corporation.

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Section 26. **COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS.** The Charter School and the Board of Trustees shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

**ARTICLE VIII
OFFICERS OF THE CORPORATION**

Section 1. **OFFICES HELD.** The officers of this corporation shall be a Chairman of the Board, a Secretary, and a Treasurer. The corporation, at the Board's direction, may also have one or more Vice-Chairmen, one or more assistant secretaries, one or more assistant treasurers, and such other officers as may be appointed under Article VIII, Section 4, of these bylaws. The officers in addition to the corporate duties set forth in this Article VIII shall also have administrative duties as set forth in any applicable contract for employment or job specification.

Section 2. **DUPLICATION OF OFFICE HOLDERS.** Any number of offices may be held by the same person, except that neither the Secretary nor the Treasurer may serve concurrently as the Chairman of the Board.

Section 3. **ELECTION OF OFFICERS.** The officers of this corporation shall be chosen annually by the Board of Trustees and shall serve at the pleasure of the Board, subject to the rights of any officer under any employment contract.

Section 4. **APPOINTMENT OF OTHER OFFICERS.** The Board of Trustees may appoint and authorize the Chairman of the Board or another officer to appoint any other officers that the corporation may require. Each appointed officer shall have the title and authority, hold office for the period, and perform the duties specified in the bylaws or established by the Board.

Section 5. **REMOVAL OF OFFICERS.** Without prejudice to the rights of any officer under an employment contract, the Board of Trustees may remove any officer with or without cause. An officer who was not chosen by the Board of Trustees may be removed by any other officer on whom the Board of Trustees confers the power of removal.

Section 6. **RESIGNATION OF OFFICERS.** Any officer may resign at any time by giving written notice to the Board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the corporation under any contract to which the officer is a party.

Section 7. **VACANCIES IN OFFICE.** A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 8. **CHAIRMAN OF THE BOARD.** The Chairman of the Board of Trustees shall preside at the Board of Trustees' meetings and shall exercise and perform such other powers

INGENIUM CHARTER SCHOOL

and duties as the Board of Trustees may assign from time to time. The Chairman of the Board of Trustees shall also be the chief executive officer and shall have the powers and duties of the Chairman of the corporation set forth in these bylaws. There shall also be a Vice-Chairman of the Board of Trustees. In the absence of the Chairman, the Vice-Chairman shall preside at Board of Trustees meetings and shall exercise and perform such other powers and duties as the Board of Trustees may assign from time to time. The Chairman shall preside at all Board of Trustees' meetings.

Section 9. EXECUTIVE DIRECTOR. Subject to such supervisory powers as the Board of Trustees may give to the Chairman of the Board, if any, and subject to the control of the Board, and subject to Executive Director's contract of employment, the Executive Director shall be the general manager of the corporation and shall supervise, direct, and control the corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement, or job specification. The Executive Director shall have such other powers and duties as the Board of Trustees or the bylaws may require.

Section 10. VICE-CHAIRMEN. If the Chairman is absent or disabled, the Vice-Chairmen, if any, in order of their rank as fixed by the Board, or, if not ranked, a Vice-Chairman designated by the Board, shall perform all duties of the Chairman. When so acting, a Vice-Chairman shall have all powers of and be subject to all restrictions on the Chairman. The Vice-Chairmen shall have such other powers and perform such other duties as the Board of Trustees or the bylaws may require.

Section 11. SECRETARY. The Secretary shall keep or cause to be kept, at the corporation's principal office or such other place as the Board of Trustees may direct, a book of minutes of all meetings, proceedings, and actions of the Board and of committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; and the names of the trustees present at Board of Trustees and committee meetings.

The Secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date.

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

Section 12. TREASURER. The Treasurer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the corporation's properties and transactions. The Treasurer shall send or cause to be given to trustees such financial statements and reports as are required to be given by law, by these bylaws, or by the Board. The books of account shall be open to inspection by any trustee at all reasonable times.

The Treasurer shall (a) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the corporation with such depositories as the Board of Trustees may

INGENIUM CHARTER SCHOOL

designate; (b) disburse the corporation's funds as the Board of Trustees may order; (c) render to the Chairman of the Board and the Board, when requested, an account of all transactions as Treasurer and of the financial condition of the corporation; and (d) have such other powers and perform such other duties as the Board, contract, job specification, or the bylaws may require.

If required by the Board, the Treasurer shall give the corporation a bond in the amount and with the surety or sureties specified by the Board of Trustees for faithful performance of the duties of the office and for restoration to the corporation of all of its books, papers, vouchers, money, and other property of every kind in the possession or under the control of the Treasurer on his or her death, resignation, retirement, or removal from office.

**ARTICLE IX
CONTRACTS WITH TRUSTEES**

Section 1. **CONTRACTS WITH TRUSTEES.** The Corporation shall not enter into a contract or transaction in which a trustee directly or indirectly has a material financial interest (nor any other corporation, firm, association, or other entity in which one or more of this Corporation's trustees are trustees and have a material financial interest) unless all of the following apply:

- a. The trustee with a material financial interest in the proposed contract or transaction fully discloses his/her financial interest in such contract or transaction in good faith and said disclosure is noted in the Board of Trustees meeting minutes.
- b. The trustee with a material financial interest in the proposed contract or transaction recuses himself/herself from any participation whatsoever in the proposed contract or transaction (i.e., the interested trustee who recuses himself/herself shall refrain from voting on the matter and shall leave the room during Board discussion and when the final vote is taken).
- c. Such contract or transaction is authorized in good faith by a majority of the Board of Trustees by a vote sufficient for that purpose.
- d. Before authorizing or approving the transaction, the Board of Trustees considers and in good faith decides after reasonable investigation that the corporation could not obtain a more advantageous arrangement with reasonable effort under the circumstances.
- e. The corporation for its own benefit enters into the transaction, which is fair and reasonable to the corporation at the time the transaction was entered into.

This Section does not apply to a transaction that is part of an educational or charitable program of this corporation if it (a) is approved or authorized by the corporation in good faith and without unjustified favoritism and (b) results in a benefit to one or more trustees or their families because they are in the class of persons intended to be benefited by the educational or charitable program of this corporation.

ARTICLE X CONTRACTS WITH NON-TRUSTEE DESIGNATED EMPLOYEES

Section 1. **CONTRACTS WITH NON-TRUSTEE DESIGNATED EMPLOYEES.** The Corporation shall not enter into a contract or transaction in which a non-trustee designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest unless all of the requirements in the Ingenium Schools Conflict of Interest Policy have been fulfilled.

ARTICLE XI LOANS TO TRUSTEES AND OFFICERS

Section 1. **LOANS TO TRUSTEES AND OFFICERS.** This corporation shall not lend any money or property to or guarantee the obligation of any trustee or officer without the approval of the California Attorney General; provided, however, that the corporation may advance money to a trustee or officer of the corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that trustee or officer would be entitled to reimbursement for such expenses of the corporation.

ARTICLE XII INDEMNIFICATION

Section 1. **INDEMNIFICATION.** To the fullest extent permitted by law, this corporation shall indemnify its trustees, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding" as that term is used in that section, and including an action by or in the right of the corporation by reason of the fact that the person is or was a person described in that section. "Expenses," as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board of Trustees by any person seeking indemnification under Corporations Code Section 5238 (b) or Section 5238 (c) the Board of Trustees shall promptly decide under Corporations Code Section 5238 (e) whether the applicable standard of conduct set forth in Corporations Code Section 5238 (b) or Section 5238 (c) has been met and, if so, the Board of Trustees shall authorize indemnification.

ARTICLE XIII INSURANCE

Section 1. **INSURANCE.** This corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its trustees, officers, employees, and other agents, to cover any liability asserted against or incurred by any trustee, officer, employee, or agent in such capacity or arising from the trustee's, officer's, employee's, or agent's status as such.

ARTICLE XIV

MAINTENANCE OF CORPORATE RECORDS

Section 1. **MAINTENANCE OF CORPORATE RECORDS.** This corporation shall keep:

- a. Adequate and correct books and records of account;
- b. Written minutes of the proceedings of the Board and committees of the Board; and
- c. Such reports and records as required by law.

**ARTICLE XV
INSPECTION RIGHTS**

Section 1. **TRUSTEES' RIGHT TO INSPECT.** Every trustee shall have the right at any reasonable time to inspect the corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary as permitted by California and federal law. The inspection may be made in person or by the trustee's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents.

Section 2. **ACCOUNTING RECORDS AND MINUTES.** On written demand on the corporation, any trustee may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the Board of Trustees and committees of the Board of Trustees at any reasonable time for a purpose reasonably related to the trustee's interest as a trustee. Any such inspection and copying may be made in person or by the trustee's agent or attorney. This right of inspection extends to the records of any subsidiary of the corporation.

Section 3. **MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS.** This corporation shall keep at its principal California office the original or a copy of the articles of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the trustees at all reasonable times during office hours. If the corporation has no business office in California, the Secretary shall, on the written request of any trustee, furnish to that trustee a copy of the articles of incorporation and bylaws, as amended to the current date.

**ARTICLE XVI
REQUIRED REPORTS**

Section 1. **ANNUAL REPORTS.** The Board of Trustees shall cause an annual report to be sent to itself (the members of the Board of Trustees) within 120 days after the end of the corporation's fiscal year. That report shall contain the following information, in appropriate detail:

- a. The assets and liabilities, including the trust funds, of the corporation as of the end of the fiscal year;
- b. The principal changes in assets and liabilities, including trust funds;
- c. The corporation's revenue or receipts, both unrestricted and restricted to particular

- purposes;
- d. The corporation's expenses or disbursement for both general and restricted purposes;
 - e. Any information required under these bylaws; and
 - f. An independent accountant's report or, if none, the certificate of an authorized officer of the corporation that such statements were prepared without audit from the corporation's books and records.

Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. As part of the annual report to all trustees, or as a separate document if no annual report is issued, the corporation shall, within 120 days after the end of the corporation's year, annually prepare and mail or deliver to each trustee and furnish to each trustee a statement of any transaction or indemnification of the following kind:

fiscal

- a. Any transaction (i) in which the corporation, or its parent or subsidiary, was a party, (ii) in which an "interested person" had a direct or indirect material financial interest, and (iii) which involved more than \$50,000 or was one of several transactions with the same interested person involving, in the aggregate, more than \$50,000. For this purpose, an "interested person" is either:
 - (1) Any trustee or officer of the corporation, its parent, or subsidiary (but mere common trusteeship shall not be considered such an interest); or
 - (2) Any holder of more than 10 percent of the voting power of the corporation, its parent, or its subsidiary. The statement shall include a brief description of the transaction, the names of interested persons involved, their relationship to the corporation, the nature of their interest, provided that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated.

ARTICLEXVII BYLAW AMENDMENTS

Section 1. BYLAW AMENDMENTS. The Board of Trustees may adopt, amend or repeal any of these Bylaws by a majority of the trustees present at a meeting duly held at which a quorum is present, except that no amendment shall change any provision of a charter of an Ingenium Schools charter school or make any provisions of these Bylaws inconsistent with a charter of an Ingenium Schools charter school, the corporation's Articles of Incorporation, or any laws.

ARTICLEXVIII FISCAL YEAR

Section 1. FISCAL YEAR OF THE CORPORATION. The fiscal year of the Corporation shall begin on July 1st and end on June 30th of each year.

INGENIUM CHARTER SCHOOL

11/07/2006 10:29 FAX 213 637 9895

COMMUNITY AND SENIOR

10002/003

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of the Ingenium Schools, a California nonprofit public benefit corporation; that these bylaws, consisting of 24 pages, are the bylaws of this corporation as adopted by the Board of Trustees on November 6, 2006; and that these bylaws have not been amended or modified since that date.

Executed on November 6, 2006 at Los Angeles, California.


Mural Rahman, Secretary

INGENIUM CHARTER SCHOOL

APPENDIX L:
ARTICLES OF INCORPORATION

INGENIUM CHARTER SCHOOL

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ADMINISTRATIVE OFFICES

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P2932326

State of California
Secretary of State



I, BRUCE McPHERSON, Secretary of State of the State of California, hereby certify:

That the attached transcript of 2 page(s) has been compared with the record on file in this office, of which it purports to be a copy, and that it is full, true and correct.



IN WITNESS WHEREOF, I execute this certificate and affix the Great Seal of the State of California this day of

NOV 01 2005

Bruce McPherson

BRUCE McPHERSON
Secretary of State

Sec/State Form CE-107 (REV 05/04/00)

100 (100) (100)

INGENIUM CHARTER SCHOOL

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PAGE 16/16

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ENDORSED - FILED
 at the Office of the Secretary of State
 of the State of California
 NOV 01 2006

ARTICLES OF INCORPORATION
 OF
 INGENIUM SCHOOLS
 (A California Nonprofit Public Benefit Corporation)

I.

The name of the Corporation shall be Ingenium Schools.

II.

The Corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public and charitable purposes. The specific purposes for which this Corporation is organized are to manage, operate, guide, direct and promote charter schools.

The Corporation is organized and operated exclusively for educational and charitable purposes pursuant to and within the meaning of Section 501(c)(3) of the Internal Revenue Code or the corresponding provision of any future United States Internal Revenue Law. Notwithstanding any other provision of these articles, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation. The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

III.

The name and address in the State of California of this Corporation's initial agent for service of process is:

Paul C. Minney
 Specter, Middleton, Young & Minney, LLP
 7 Park Center Drive
 Sacramento, CA 95825

IV.

All corporate property is irrevocably dedicated to the purposes set forth in the second article above. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to any of its directors, members, trustees, officers or other private persons except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered, and to make payments and distributions in furtherance of the purposes set forth in Article II.

ARTICLES OF INCORPORATION

I

INGENIUM CHARTER SCHOOL

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CIVIL LAW OFFICE

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No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

Subject to the provisions of the nonprofit public benefit provisions of the Non-profit Corporation Law of the State of California, and any limitations in the articles or bylaws relating to action to be approved by the members or by a majority of all members, if any, the activities and affairs of this Corporation shall be conducted and all the powers shall be exercised by or under the direction of the board of directors.

The number of directors shall be as provided for in the bylaws. The bylaws shall prescribe the qualifications, mode of election, and term of office of directors.

V.

The authorized number and qualifications of members of the corporation, if any, the different classes of membership, the property, voting and other rights and privileges of members, and their liability for dues and assessments and the method of collection thereof, shall be set forth in the bylaws.

VI.

Upon the dissolution or winding up of the Corporation, its assets remaining after payment of all debts and liabilities of the Corporation, shall be distributed to a nonprofit fund, foundation, or association, which is organized and operated exclusively for educational, public or charitable purposes and which has established its tax exempt status under Section 501 (c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction of the county in which the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine, which are organized and operated exclusively for such purposes.

Dated: 11/22/25Incorporator: Kimberly Rodriguez

Kimberly Rodriguez



INGENIUM CHARTER SCHOOL

APPENDIX M:
SAMPLE STUDENT ASSESSMENT BINDER PAGES

INGENIUM CHARTER SCHOOL



A Guide to Reinventing Schools: Chapter 2 - Develop a Balanced Instructional Model

Page 122

Individual Learning Plan Elementary Example

STUDENT _____

DATE _____

PRESENT LEVEL OF PERFORMANCE

Student

Teacher

Testing Data:

Strengths: Science, basketball, trying hard

Memory, willingness to try new things

Weaknesses: Making new friends

Shyness (showing improvement)

GOALS	OBJECTIVES	STEPS FOR SUCCESS	EVALUATION
Standard Area and Level	Standards Addressed	What will I do to accomplish this?	How will I prove I have learned this?
Math Level II	<ul style="list-style-type: none"> MA 2.7 (A3.1.2) <i>Manipulates and explains the process of basic addition and subtraction facts to 10.</i> 	<ul style="list-style-type: none"> Right Start Math 5X a week Practice number combinations with manipulatives work written problems 	<ul style="list-style-type: none"> score of 90% or better on oral & written quiz with addition & subtraction facts Orally explain how it works
	<ul style="list-style-type: none"> MA 2.2 Tells time to the hour. 	<ul style="list-style-type: none"> Right Start Math Manipulate clocks Practice reading clocks and schedules 	<ul style="list-style-type: none"> Score of 90% or better on oral and written quiz telling time to the hour Make a school day schedule to the hour & be able to track the time of day
Reading Level III	<ul style="list-style-type: none"> RE 3.2 (RI.1b) <i>Identifies short and long vowel sounds.</i> 	<ul style="list-style-type: none"> Core Curriculum Reading 5X a week Phonics review with flash cards 	<ul style="list-style-type: none"> Consistently be able to identify vowel sounds in written and spoken words Score 90% or better with flash cards

Student Signature _____

Parent Signature _____

Teacher Signature _____

Aide Signature _____

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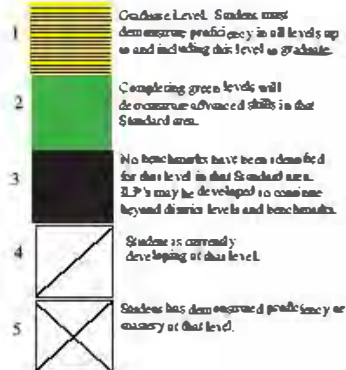
Sample Student Assessment Binder Snapshot

This sample graph represents a visual of a student's progress on a developmental report card. This graph is available to students at all times. It helps track progress, plan Individual Learning Plans, facilitate student-parent-teacher conferences, and develop four-year plans.

Sample Student Assessment Binder Snapshot



KEY:



"This is my Student Assessment Binder Snapshot. It tells me exactly where I am in all my levels on the report card and where I need to be to graduate."

- Elementary School Student
Chugach School District

INGENIUM CHARTER SCHOOL



A Guide to Reinventing Schools: Chapter 3 – Writing District Standards

Page 177

Sample Developmental Report Card (Mathematics)

Name:

Mathematics
Graduation = Level X

Key: * Advanced
✓ Developing

+ Proficient
- - Emerging

Level 1:

Number:

- MA 1.1 Understands that a number represents a quantity.
- MA 1.2 (A1.1.1) Recognizes numbers to 100. Can count to 100.
- MA 1.3 (A2.1.2) Understands concept of <, >, = at a concrete level.
- MA 1.4 Understands a number line to solve problems.

Measurement:

- MA 1.5 (A2.1.2) Use non-standard units to measure and compare lengths.
- MA 1.6 Differentiates between morning, afternoon, and evening.

Communication and Computation:

- MA 1.7 (A1.1.3, A3.1.3) Understands addition and subtraction at a concrete level.

Functions and Relationships:

- MA 1.8 (A2.1.1, A4.1.1) Continues a pattern using various attributes (e.g., shape, color, and size).
- MA 1.9 (A2.1.1) Sorts and classifies.

Geometry:

- MA 1.10 (A5.1.1) Identifies basic geometric shapes in classroom and environment.
- MA 1.11 Shows line segment.
- MA 1.12 Shows understanding of symmetry by cutting or folding pictures along a single line of symmetry.

Statistics and Probability:

- MA 1.13 After sampling, predicts outcomes of spinners.

Problem Solving:

- MA 1.14 Draws pictures to represent problems using physical objects.

Communication and Reasoning:

- MA 1.15 Memorizes equal sharing of 20 objects.

Conclusion:

- MA 1.16 Uses 3 skills in level 1 in real life scenarios (e.g., pattern recognition, student store).

Remarks:

Entry Date:

Exit Date:

Exit Score:

Level 11:

Number:

- MA 2.1 (A1.1.1) Reads, writes, models, orders, c and demonstrates 1 to 1 correspondence with whole numbers to 100.

Measurement:

- MA 2.2 Tells time to the hour.
- MA 2.3 (A2.1.4) Understands the concept of length, width and height, weight, time, money and temperature and how they are measured.
- MA 2.4 Names days in order and recognizes calendar patterns.

Communication and Computation:

- MA 2.5 Understands basic operation of a calculator.
- MA 2.6 (A3.1.1) Uses estimation to enhance number concept.
- MA 2.7 (A3.1.2) and explains the process of basic addition and subtraction facts to 10.
- MA 2.8 (A3.1.4) Understands multiplication and division at concrete level (repeated addition and equal sharing).
- MA 2.9 (A1.1.5) subtracts fractions of halves, thirds, fourths in various situations at the concrete level.

Memorizes

Adds and

Functions and Relationships:

- MA 2.10 (A1.1.6) Continues a number pattern (skip counts by 2's, 5's, 10's, even and odd, adding and subtracting by 10's).

Geometry:

- MA 2.11 (A5.1.6) Expresses spatial relationships (above, below, left, right, and middle).
- MA 2.12 (A3.1.3) Understands properties of similarities, differences, and scaling of circles, squares, and triangles.
- MA 2.13 Identifies line segment.

Remarks:

Entry Date:

Exit Date:

Exit Score:

Standard Area 1 of 10

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APPENDIX N:
SAMPLE LEARNING SKILLS CAPACITY MATRIX

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**MATHS LEARNING SKILLS
CAPACITY MATRIX**

NAME :

	SKILLS	TASK IN MY PORTFOLIO WHICH BEST DEMONSTRATES MY SKILLS AND ABILITIES			
		BEGINNING	CONSOLIDATE	ESTABLISHED	EXPERT
		HEARD OF IT	KNOW IT	CAN APPLY IT	CAN TEACH
NUMBER	Compare number systems including Hindu-Arabic System				
	Read large (over 1 million) and small numbers correctly				
	Identify place value of large numbers (over 1 million)				
	Able to sequence large numbers in ascending order				
	Able to sequence large numbers in descending order				
	ABLE TO COMPARE LARGE NUMBERS IN EVERYDAY USE EG POPULATIONS				
	$+$, $-$, \times , \div large (over 1 million) and small numbers correctly				
	MENTAL CALCULATIONS OF $+$, $-$, \times, \div				
	worded problems – able to identify correct operation				
	Able to use BEDMAS rules				
	Able to use mathematical symbols (\leq $>$ $<$ \therefore \approx \neq) to compare numbers				
	Round off numbers to 1 and 2 significant numbers				
	Write numbers up to 1 million using powers of 10				
	Uses index notation to express powers of numbers eg. 2^3				
	Able to recognize link between square and $\sqrt{\quad}$				

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Able to recognize link between cubes and $\sqrt[3]{}$				
Evaluates and or approximates square roots				
Knows the difference between a rational and an irrational number				
Recognises surds				
Able to identify factors: <ul style="list-style-type: none"> • Common • Prime • HCF • LCM 				
Able to use divisibility rules (eg will $723 \div 3$ evenly?..yes $7 + 2 + 3 = 12$, $1 + 2 = 3$ yes!!)				
Adds and subtract directed numbers				
Problem-solving using : <ul style="list-style-type: none"> • Trial and error • Working backwards • Looking for patterns 				
Fraction –decimal-%-ratio-rates				
Rounds numbers to a given number of decimal places				
$+$, $-$, \times , \div decimal numbers				
Uses decimals in problem solving				
$+$ and $-$ mixed numbers				
\times , \div fraction				
Able to find reciprocals of numbers				
Able to solve real life problems involving fractions				
Able to write sets of equivalent fractions				
Able to convert decimals to fractions				
Able to convert fractions to decimals				
Able to convert fractions to %				
Able to convert % to fractions				
Able to convert % to decimals				

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	Able to convert decimals to %				
	Able to find a percentage of a quantity				
	Able to use simple interest formula				
	Able to calculate compound interest with and without a formula				
	Find a percentage of a quantity when given another (eg find 80% of a quantity if 15% = 30)				
	Calculate % change				
	Uses % to calculate profit and loss				
	% Calculations with graphs charts and tables				
	Calculates the GST on various items				
	Able to sequence fractions in ascending order				
	Able to sequence fractions in descending order				
	+ and – fractions with different denominators including improper fractions and whole numbers				
	x fractions including whole numbers and mixed numbers				
	Express information as a ratio				
	Simplify ratios				
	Identify equal ratios				
	Problem solving using ratios				
	Uses ratios to divide quantities (eg divide \$120 in the ratio 2:3)				
	Applies ratio to scale diagrams				

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	Able to use rates (eg m / s) to solve real life problems				
	Estimate using 1 and 2 figure approximations (eg $11.4 \times 9.7 = 11 \times 10 = 110$ roughly)				
	Able to use a calculator to solve more difficult $+$, $-$, \times , \div problems				
	Able to use: <ul style="list-style-type: none"> • power key • exponent key • change the sign key 				
	Able to round numbers correctly				
	Perform operations on fractions				
	Calculate the value of surds				
	Scientific notation used for very large and very small numbers				
	Pose questions & design a survey				
	Determine a sample				
	Collect data				
	Organise and display data in table & graph form without ICT				
	Organise and display data in table & graph form with ICT				
	Analyse data and present results				
	Interpret information from data, graphs & tables				
	PREDICT POSSIBLE OUTCOMES FROM DATA				
	Use diagrams (eg: tree, matrix) to list possible outcomes for an event				

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EXPLORING ANALYSING AND MODELLING DATA	Develop understanding of gambling including social consequences (eg: lotto, raffles, poker machines)				
	Assign numbers and percentages to chance in decimal/fraction form for probabilities				
	Investigate experimental & theoretical probabilities and test predictions including using computer generated simulations				
	Write formula to determine probability				
	Interpret data and make numerical statements about probability				
	Convert between linear measurements and units of area and use them appropriately				
	Use formula Distance = Speed x Time to solve problems				
	Use formula for area of triangle, circle, polygons and irregular shapes				
	Use formula for perimeter of polygons & circles				
	Able to understand and use π				
	CAN ESTIMATE & ACCURATELY MEASURE THE AREA OF A SHAPE				
	Use formula for surface area and volume of pyramid, cones & spheres				
	Investigate relationships between angles and lengths of sides in similar right-angled triangles				
	Understands trigonometric ratios: sine θ , cosine θ and tangent θ				
	Draws and compares graphs of $y = \sin \theta$, $y = \cos \theta$, $y = \tan \theta$				
	Use 3 trigonometric ratios to find unknown sides and angles in right-angled triangles				
	Converts between mL, L, kL and ML				

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	Converts between units of capacity and volume				
	Calculate volume of rectangular and other prisms using formula				
	Show awareness that capacity is related to volume and solve problems using knowledge of volume				
	Know appropriate units and tools to measure weights and convert between units of mass				
	Recognise units for volume				
	Construct and interpret timelines				
	Explain time measurement in other cultures				
	Show understanding of Fahrenheit temperature scale and use online resources to compare current global temperatures				
	Use standard time zone map to understand time differences				
	Solve practical problems by applying knowledge of perimeter, circumference and area				
	Solve problems involving capacity, mass and volume				
	Use transport timetables to calculate departure & arrival times and time taken for a journey				
	Conducts collaborative research into issues				
	INVESTIGATES NUMERIC AND GEOMETRIC PATTERNS				
	Identify horizontal and vertical lines from equations				
	Constructs a table of values for a pattern				

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PATTERN AND ALGEBRAIC REASONING	Defines and gives examples of : pro-numeral, like-terms, term, constant term, coefficient, expression and equation				
	Solving a worded problem by constructing equations and solving them				
	Writes a rule to describe a pattern				
	Substitute a number into an expression				
	Collect like terms and expressions				
	Use index notation to collect like terms (eg $3 \times a \times a \times b \times b \times b = 3a^2b^3$)				
	Use the distributive law to expand brackets eg. $3(2x + y)$ eg $(a + b)(c + d)$				
	Difference between squares and perfect squares				
	Factorise expressions by removing HCF				
	Index laws				
	Understands and uses zero index law				
	Solves equations				
	Using trial and error to solve linear equations				
	Simplify linear equations and solve				
	Backtracking				
	Writes linear in-equalities				
	Solving linear inequalities and uses number line to display solutions				
	Can define and give examples using meta-language				
	Can make connections and analyse changes				
	Plots and describes points in the 4 quadrants				

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Analysing and modelling Change	Graphs the values from a given table or a grid				
	Write the rule from the graph $y = mx + c$				
	Understands the concept of slope for a straight line (eg slope = rise / run OR = y-step / x-step)				
	Find the slope and y intercept of a line $y = mx + c$ and graph them				
	Graph a straight line using the y-intercept and the slope, or using the x and y intercepts				
	Find the slope and y intercept from coordinate pairs and find the equation of the line				
	Solves problems that involve linear relationships				
Spatial Sense and Geometric Reasoning	Identifies 2-D shape within patterns & across cultures				
	Draws 2-D shape from a description and 3-D solids				
	Euler's formula				
	Draws nets to construct complex 3d shapes & can use isometric graph paper				
	Critiques the use of 2-D & 3-D objects in everyday use				
	Uses the correct terminology for lines & circles when constructing diagrams				
	Uses geometry software				
	Prove triangles are congruent				
	Prove triangles are similar and applies knowledge of similar triangles to solve practical problems				
	Constructs a mirror image using the line of symmetry				
	Creates a complex tessellating shape by modifying a simple shape				
	Can perform and describe 2 step transformations using either grid paper or software				
	Applies transformations to coordinate axes				

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	Determine translation vector in a translation				
	Determine centre and angle of rotation				
	Find axis of symmetry				
	Find scale factor and centre of enlargement				
	Produces scaled plans and maps				
	Develops a simple orienteering course				
	Uses a Cartesian grid to plot points & describe lines				
	Uses bearings & distance to describe a position on a map, plan or model				