



CHARTER RENEWAL PETITION

FOR THE TERM: JULY 1, 2014 – JUNE 30, 2019

MATERIAL REVISION

Contact: Chaleese Norman

(323) 566-1965

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AFFIRMATIONS AND ASSURANCES

Barack Obama Charter School (“BOCS” or the “Charter School”) will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- BOCS shall meet all statewide standards and conduct all required pupil assessments required, pursuant to Education Code §60605, and any other statewide standards authorized in statute, or pupil assessments applicable to pupils in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- Ingenium Schools shall be deemed the exclusive public school employer of the employees of Barack Obama Charter School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(5)(O)]
- BOCS shall be nonsectarian in its programs, admission policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall admit all students who wish to attend the Charter School, and who submit a timely application; unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Except as required by Education Code Section 47605(d)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(C)]
- BOCS shall not discriminate against any pupil 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). [Ref. Education Code Section 47605(d)(1)].
- BOCS will not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- The Meetings of the Board of Trustees for BOCS shall be held in accordance with the Brown Act.
- BOCS shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, 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”).

- BOCS shall comply with the Public Records Act and the Family Educational Privacy Rights Act (“FERPA”).
- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- BOCS shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code §47612.5(a)(1).
- BOCS shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. California Education Code Section 47612.5(a)]
- BOCS shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. California Education Code Sections 47612(b), 47610]
- BOCS shall ensure that teachers at BOCS hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools is required to hold, and is 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. [Ref. California Education Code Section 47605(l)]
- BOCS shall on a regular basis consult with its parents and teachers regarding BOCS’s educational program. [Ref. California Education Code Section 47605(c)]
- The Charter School shall comply with any jurisdictional limitations to locations of its facilities. [Ref. California Education Code Sections 47605 and 47605.1]
- BOCS shall at all times maintain all necessary and appropriate insurance coverage.
- BOCS 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 BOCS without graduating. BOCS 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. [Ref. California Education Code Section 47605(d)(3)]
- BOCS shall comply with all applicable provisions of the No Child Left Behind Act.
- The Charter School shall meet or exceed the legally required minimum of school days. [Ref. Title 5 California Code of Regulations Section 11960]

PREFERENCE FOR THIS PETITION

Barack Obama Charter School submits this petition to the Compton Unified School District as its sponsoring district and is requesting charter approval for a period of five years from July 2014 through June 2019.

“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.”¹

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

¹ Cal. Educ. Code § 47605.

OPERATING GROUP

Barack Obama Charter School is operated by Ingenium Schools, which was founded to develop Reinventing Schools Model (“RSM”)-based charter schools. The objective of Ingenium Schools is to replicate successful RSM-based public schools in challenging urban school districts and to offer positive educational choices to parents and students.

Barack Obama Charter School’s Development Team includes five staff members: Chaleese Norman, Lead Petitioner; Glenn Noreen, President; Wendy Battino, Development Director; and Rick Schreiber, Education Specialist. It also includes the Ingenium Schools Board of Trustees: Nirosha Ruwan, Joan Faqir, Alan Campbell, Martha Notaras, and Dr. Michael Noble. Brief bios of each Trustee are contained in Element VI and their résumés are contained in Appendix K: Trustee and Key Staff Member Résumés. Brief staff member bios follow.

CHALEESE NORMAN

Chaleese Norman has taught for over ten years and served in a leadership capacity for pre-kindergarten through high school programs. She holds an Administrative Certificate of Eligibility, Clear Special Education Credential, and an Added Autism Authorization certificate. She earned her BS in Health Sciences/Health Management at Howard University in Washington, D.C.; Masters of Arts in Special Education with a Cross Cultural Emphasis at LMU; and Masters of Arts in Administration and Policy at California State University, Northridge. She is listed in Who’s Who Among American Teachers and received the LAUSD District 7 Star Award for. She has served as the Managing Director of Institute Programs for Teach For America’s teacher preparation program. She developed Too Tough Step Team, recognized nationally for performance excellence and noted for its work in the community to expose young ladies to strong character traits that lead to acceptance and success in college. She has been the director of this program for 10 years. She has been a member of the Board of Examiners of the California Award for Performance Excellence. Ms. Norman is currently Principal of Barack Obama Charter School.

GLENN NOREEN

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 is a California Award for Performance Excellence (CAPE) Senior Examiner and a Malcolm Baldrige National Quality Award Senior Examiner. He has been 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 at Fullerton. Mr. Noreen is President of Ingenium Schools.

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 delivering international presentations on continuous improvement. She continues her work with organizations around the globe focusing on reinventing schools based on the RISC Model.

Ms. Battino began her formal educational career working with students who did not perform well within the traditional educational 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 President 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 direct the course of his or her education, and future.

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 each student. 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.

Barack Obama Charter School will serve kindergarten through fifth grades. It will have 368 students in 2014-2015. We propose to locate the Charter School at Lincoln Elementary School, 1726 East 117th Street, Los Angeles, CA 90059 (BOCS's current site).

BOCS will use the Ingenium Learning System, adapted from the Reinventing Schools Model, and quality tools to create a high-performing school. BOCS's philosophy

is that students are most successful when they accept personal responsibility for their learning.

ACCOMPLISHMENTS FROM PAST CHARTER TERM

Barack Obama Charter School has made significant growth over the last four years, developing in multiple areas. We are proud of our strong academic program and talented staff that enable allow us to develop global leaders with great character and exposure to a number of enriching life experiences.

KEY PARTNERSHIPS

MAMA SARAH OBAMA FOUNDATION

President Barack Obama's only living matriarch has a foundation that has been established to promote stronger education for students in Kenya. BOCS is a sister school with Senator Barack Obama Primary School and we have used this to encourage strong writing skills through pen pal letters.

LOYOLA MARYMOUNT UNIVERSITY

Tutors service our school for intervention by helping run small groups in the classroom throughout the week.

WORLD VISION

Our students have received free backpacks, books, and school supplies to assure they are prepared for academic success.

WATT'S COMMUNITY AND LEARNING CENTER

Family counseling and education therapy services are made available to our families and highest need intervention students.

THINK PEACE

High need intervention students work with counselors for eight weeks at a time to help reduce anger and aggression and improve relationships with peers.

BOOKENDS

Over 6,000 books have been donated to our school allowing us to have a full library in every classroom and supplement a literacy center for all students and our special education center.

BOYS AND GIRLS CLUB

We have partnered with the local Boys and Girls Club for extended venues for key celebrations, holiday events, and extended services for families.

URBAN PREP CHARTER SCHOOL

Our young men are in a mentorship program from one of the most successful high schools in the nation who hail a 100% college acceptance rate of all of their graduates.

FRUIT TREE 101

We have a living eight-tree orchard on campus that will enable us to provide nutritious natural snacks to our children at full maturity.

JR. BLIND OF AMERICA

Our students receive free eye screenings and assistance in purchasing glasses.

BIG SMILES

Students receive free dental screenings and referrals to assure healthy mouths.

CHARACTER DEVELOPMENT AND GLOBAL LEADERSHIP

YOUNG LADIES AND MEN OF OBAMA

Our girls and boys are a part of a mentoring program that teaches them how to be leaders, display appropriate etiquette in public and business settings, and how to work as a team.

ATHLETIC PROGRAMS

We offer basketball and step to help develop strong teamwork, discipline, and responsibility skills for our youth.

STUDENT AMBASSADORS

Two students from each class are selected to serve as host(ess), tour guides, and model experts for new students, campus guest, and host sites.

COMMUNITY AND SCHOOL SERVICE GROUPS

We have Yearbook, Recycling, Gardening, and Student Service Workers groups on campus.

LEADERSHIP OPPORTUNITIES

Our School Site Council participates in key decision-making and monitors school performance.

INSTRUCTIONAL ENHANCEMENT AND MOTIVATION

350+ incentives to encourage proficiency or higher. Gifted electives for students who are academically advanced.

OPEN HEART MENTORS

Students at risk of a high number of referrals are connected to an on-campus mentor to help them de-escalate or provide an outlet to discuss their concerns.

STATEMENT OF GROWTH

BOCS is proud of its 175 point gain made on the 2011-2012 API. We were able to use the results from the previous year to implement key program elements that made our students more successful.

The following approaches contributed to the API increase:

1. Consistent use of on-line study (Study Island, Reading Eggs, Dreambox) programs for reading and Math development.
2. Implementation of a strong RTI Model to increase strategic use of instructional time.
3. Focused tutoring for students based on quarterly benchmarks.
4. Strong power lessons focused on grade level standards while incorporating small group instruction on key foundational skills.
5. Tutors and classroom assistants for high need classrooms.
6. Use of Standard Clearing Assessments and benchmarks to collect and analyze data at a higher level.
7. Extended learning time for ELA through a consistent reading lab program to focus on fluency and literary analysis.

ELIGIBILITY FOR CHARTER RENEWAL

The following shall serve as documentation confirming that the Charter School exceeds the statutory criteria required for renewal set forth in Education Code Section 47607(b). Because BOCS has not yet completed its fourth year of operation, statutory renewal requirements do not apply. However, even if the criteria did apply, BOCS exceeds the requirements, growing an astounding 175 points on the API last year.

- The Charter School has exceeded its API growth target last year, both schoolwide and for all groups of pupils served by the Charter School. (Education Code Section 47607(b)(1))

Year	API Growth Score	API Growth Target	Actual Growth	Met Growth Target Schoolwide and Subgroups
2012	750	11	175	Yes

- The Charter School has ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years. (Education Code Section 47607(b)(2))

Year	Statewide Ranking
2012	5

Therefore, the Charter School has exceeded the minimum criteria for renewal, which does not legally apply to Barack Obama Charter School, by meeting not one but two of the criteria.

ELEMENT 1: EDUCATIONAL PHILOSOPHY AND PROGRAM

Governing Law: A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. Education Code Section 47605(b)(5)(A)(i).

MISSION AND VISION

MISSION

WE RISE!

- Welcoming Environment
- Respect
- Integrity
- Student, Staff, & Family Accountability and Engagement
- High Expectations for Performance and Behavior

VISION STATEMENT

Barack Obama Charter School:

- Trailblazes a learner-centered approach that ensures engagement and mastery.
- Monitors results to continuously improve systems.
- Empowers learners to be global leaders.

Trailblazes a learner-centered approach that ensures engagement and mastery

The learner-centered approach is evident on the first day of the school year when students and their teacher(s) collaboratively develop a shared vision, code of cooperation, establish standard operating procedures, and set class goals.

Using tools such as Plan-Do-Check-Adjust (PDCA), students set individualized learning and behavioral/social goals, prepare action plans for achieving their goals, and track their own academic and behavioral/social progress.

Students demonstrate high levels of engagement by using deeper cognitive processing strategies (such as elaboration rather than simple or “surface” processing strategies such as rehearsal), persisting with difficult tasks, and monitoring their own learning progress.

educate, BOCS’s electronic student grade book, gives students and parents access to real-time data on student performance. This data is used to inform both the instructional program and student goal-setting.

Monitors results to continuously improve systems

Continuous improvement permeates class cultures as students revisit action plans to determine whether or not goals were met and regularly check in on classroom processes and programs to identify opportunities for improvement.

Students have access to multiple data points on their achievement. In each BOCS classroom, students maintain a goal folder. The goal folder contains student action plans, progress toward meeting academic goals, and evidence of learning.

Once students have provided three pieces of evidence for a standard they have mastered, they take a Standard Clearing Assessment (SCA). The SCA is final verification that a student has mastered a Common Core State Standard. Both students and teachers have access to information on SCA passage rates.

Students also track their enthusiasm for learning, engagement in learning, and level of personal responsibility through surveys, self-reflection journals, and other instruments.

Empowers learners to be global leaders

Barack Obama Charter School students demonstrate high credibility, are forward thinking, maintain a team-oriented disposition, and inspire themselves and others toward common goals and exceptional results.

BOCS uses the *Character Counts* program to instill in students an appreciation of character values that are important to their positive functioning in school and in society. Students that demonstrate high character are acknowledged at monthly awards assemblies.

The Ingenium Schools technology curriculum was developed with an eye toward skills that will be important for students to be global leaders in the 21st century. The curriculum is revisited each year in a strategy session open to all stakeholders. At the session, adjustments to the technology curriculum are considered to reflect changes and anticipated changes in technology demands.

BOCS classrooms are inherently team-focused with collaboration always at the forefront. Students collaboratively set class goals, track these goals, and work together to achieve them. They continue this cycle throughout the school year. As classes achieve goals, they hold celebrations.

In working together, students inspire each other daily as they understand that each class goal that is reached results in a sense of accomplishment that everyone is able to enjoy.

See Appendix J, “A Day in the Life of a Student,” for an illustration of what this vision looks like to a student on a typical day.

EDUCATIONAL PHILOSOPHY

Barack Obama Charter School's educational program has been developed to provide expanded educational choice and opportunities for families in Compton and surrounding communities. BOCS strives to enroll a student body that is representative of the diversity of the surrounding community. It serves students whose families have an interest in and a commitment to the Charter School's philosophy and vision.

The Ingenium Learning System (ILS) approach greatly benefits all students and particularly students whose progress has been hampered by the rigidity of a time-based model within the traditional school system.

The ILS model has been informed by the Reinventing Schools Coalition's Reinventing Schools Model (RSM). The RSM proved to be extremely effective for the Chugach School District in Alaska. Using it, Chugach achieved significant improvements in student performance; aggregated data (2000-2004) from the Alaska Benchmark and High School Qualifying Examination achievement tests showed consistent improvement in students' proficiency percentages in reading, writing, and mathematics.

STUDENTS TO BE SERVED

Barack Obama Charter School serves elementary school age students in Compton Unified School District (CUSD) and surrounding communities, and its student population reflects the racial, ethnic, cultural, and economic diversity of CUSD.

During the 2012-2013 school year, BOCS had 320 students. The Charter School proposes to have 368 students in kindergarten through sixth grades in 2014-2015. It will expand to 400 students by the seventh year at full enrollment. Average class size will be 32 in Kindergarten with an assistant, and 28 students in 1st through 6th grades. If the Charter School receives apportionment for transitional kindergarten, it will offer transitional kindergarten, the first year of a two-year kindergarten program that uses a modified curriculum that is age and developmentally appropriate.

The table below indicates the anticipated enrollment at Barack Obama Charter School by grade level.

Enrollment by Grade Level

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Kindergarten	64	64	64	64	64
First	60	56	56	56	56
Second	60	56	56	56	56
Third	60	56	56	56	56
Fourth	60	84	84	84	84
Fifth	56	56	84	84	84
Total	360	372	400	400	400

Barack Obama Charter School serves “regular” community children – it does not seek out students with particular educational interests, backgrounds, or challenges.

Barack Obama Charter School proposes to be located at Lincoln Elementary School, 1726 East 117th Street, Los Angeles, CA 90059 (its current site).

During the 2012-2013 school year Barack Obama Charter School’s student population was approximately: 25% Hispanic or Latino, 74% African-American, 1% White and/or Two or More Races. 9% of BOCS's students were English Learners and 91% qualified as socioeconomically disadvantaged.

AN EDUCATED PERSON IN THE 21ST CENTURY

BOCS provides an environment in which children develop into confident, self-motivated, resourceful, and productive lifelong learners. To meet the challenges of the current century, students at BOCS acquire the habits and skills necessary to succeed in school and beyond, as contributing citizens of the 21st century. These habits and skills include:

- Critical Thinking
- Leadership
- Problem Solving
- Continuous improvement cycle
- Collaboration
- Demonstration of positive character traits
- Strong technology skills

21 st Century Habits and Skills	Application
Critical Thinking	BOCS students acquire, manage, critically analyze, and use information as they manage their individual and class action plans, design individualized learning opportunities, and problem solve in their classrooms.
Leadership	<p>In the classroom students facilitate workshops, act as peer tutors, and lead classroom discussions.</p> <p>Students draft action plans, monitor their plans, and graph results.</p> <p>On campus students serve as ambassadors to guests, new students, and families. They serve in leadership roles in numerous clubs and enrichment programs.</p>
Problem Solving	BOCS students use quality systems and tools to

	continually improve the instructional program.
	Using these tools, students brainstorm solutions to school or class challenges, identify the most effective solutions, and collaboratively develop action plans.
Use the continuous improvement cycle	<p>The Plan-Do-Check-Adjust (PDCA) cycle is embedded in all school operations.</p> <p>PDCA enables students, teachers, administrators, and other stakeholders to set goals, determine a path by which to achieve the goals, and regularly check in on progress.</p> <p>The Adjust step of the cycle allows for creative problem solving and additional strategic planning.</p>
Collaboration	BOCS classrooms are intrinsically collaborative as students work together to achieve goals and improve the class operations.
Demonstration of positive character traits	BOCS students demonstrate the six pillars of the Character Counts program: 1) Trustworthiness; 2) Respect; 3) Responsible; 4) Fairness; 5) Care; 6) Citizenship.
Hold extensive and constantly evolving computer skills	<p>BOCS uses the Ingenium Schools technology curriculum to ensure that students have the skills necessary to thrive in an increasingly technology-driven world.</p> <p>The technology curriculum is revisited each summer in a collaborative roundtable session with stakeholders to reflect changing demands.</p>

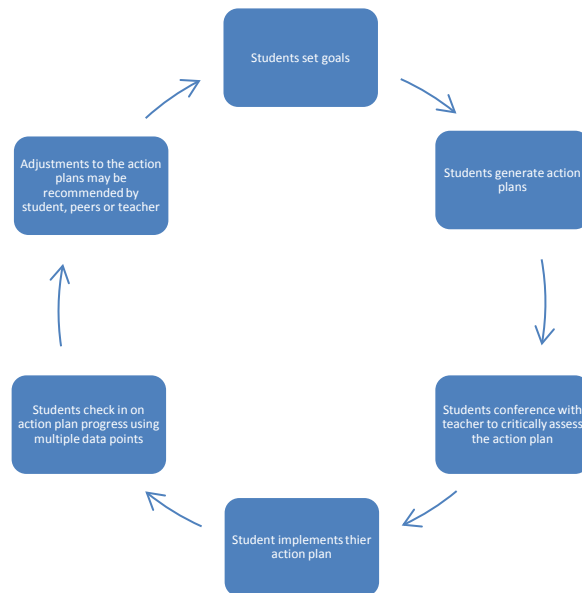
BOCS has implemented a high-quality instructional program that provides students with the foundational skills necessary to succeed in college and career.

HOW LEARNING BEST OCCURS

Barack Obama Charter School's educational philosophy focuses on creating an RSM-based learning environment. The RSM approach emphasizes student accountability through the use of quality system tools that build critical thinking and information disaggregation skills.

Expectations for student mastery of the Common Core State Standards are clearly defined and transparent. In a traditional system, students are often confused as to their level of achievement and the steps necessary to reach the next grade level. At BOCS, students set individual, personalized academic goals based on the Common Core State Standards, determine action steps, and regularly evaluate progress to determine opportunities for course adjustments.

The cycle for student goal setting is illustrated below:



Using this process, students become increasingly aware of the central role they play in the course of their own education.

Students are leveled into classes based on their performance on entrance assessments or prior end of year assessments, where available. Entrance assessments for new students are administered prior to school opening or during the first week of school. Assessment results are used to identify appropriate curriculum for groups of students performing at similar academic levels. Students may, over the course of the academic year, move through as many levels as they are motivated to clear. In the classroom, teachers use differentiated instruction to address individual student needs. To clear an academic level, students must demonstrate mastery of the correlating Common Core State Standards through their proofs of proficiency (POPs) and successful completion of the relevant Standards Clearing Assessments (SCA).

SCAs based on the Common Core State Standards (CCSS) are being developed by the Lindsay Unified School District (LUSD) Common Core Cohort (CCC) (Ingenium Schools is a member of the CCC) with the assistance of a \$10 million federal Race to the Top grant. The Assessment Coordinator administers SCAs and collects data on passage rates. This information is used by students and teachers to inform both development and revision of action plans.

Teachers 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; Robert Marzano is an associate of RISC).

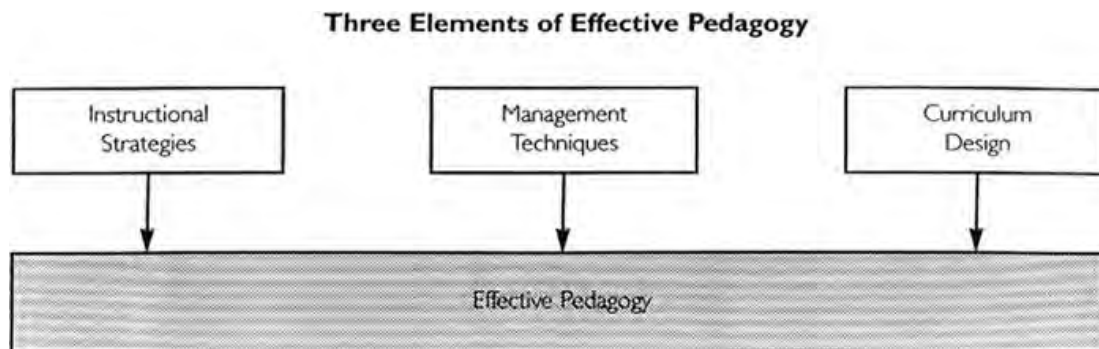
The McREL study identified instructional strategies that have a high probability of enhancing student achievement across age, grade, and content areas. The figure below

lists nine categories of strategies that have a strong positive effect on student achievement. Barack Obama Charter School uses all nine 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

BOCS staff is trained on all of these instructional strategies during summer orientation workshops. In addition, additional weekly professional development is devoted to strategies for implementation in the classroom. Post professional development teacher observations assist in identifying areas in which teachers need additional training.

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:



Barack Obama Charter School has adopted all three elements. BOCS's approach to effective pedagogy leads students on the path to become proactive learners capable of setting goals, creating action plans, and making data driven decisions.

Each class develops collaboratively a Code of Cooperation which provides explicit guidance on behavior expectations in the classroom.

BOCS's curriculum is based on the CCSS. The LUSD CCC is developing progression of learning and pacing charts to guide instructional planning.

Students are presented with the relevant standards for their learning level allowing for a transparent system in which students understand what they must know and be able to do to progress to the next learning level.

Barack Obama Charter School's philosophy is that all students become successful once they understand that they are the driving force in their own education and take ownership over this process. As students experience success, they develop increased confidence and pride in their accomplishments. BOCS students are self-directed, self-knowledgeable, and active participants in their communities, in life, and as lifelong learners.

CURRICULUM AND INSTRUCTIONAL DESIGN

The Ingenium Learning System has been designed around the RSM and Baldrige quality principles, processes, and tools. Ingenium Schools has worked closely with the Re-Inventing Schools Coalition (RISC), which was formed by the leaders of Chugach School District when it won the Baldrige Award, to perfect the ILS.

BALDRIGE CORE VALUES AND CONCEPTS

The foundation of Ingenium School's business practices and educational philosophy is the Baldrige Core Values and Concepts, which are incorporated in the RSM. These Values and Concepts form the basis for the Malcolm Baldrige National Quality Award.

It is a goal of Barack Obama Charter School to enable all students to become self-motivated, competent, life-long learners through commitment to these Core Values and Concepts.

Baldrige Core Values and Concepts ²	Application
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.	<ul style="list-style-type: none"> Involve all stakeholders in creating the vision, mission and goals for the Charter School Take responsibility for the vision, mission, values, goals, and performance of the Charter School

² The definitions and examples represented in this table are cited from Montgomery County Public Schools, which earned the Baldrige Award in 2010. See <http://www.montgomeryschoolsmd.org/info/baldrige/>.

LEARNING-CENTERED EDUCATION

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

- Develop school goals/objectives and action plans based on high expectations and performance excellence
- Measure learning periodically through formative assessments, adjusting instruction accordingly
- Enable students to take responsibility for managing their education as co-directors of their learning
- Provide opportunities for problem solving

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.

- Continuously improve and adapt goals, approaches, and processes systemically and systematically
- Embed learning in all activities and at all levels of the Charter School, e.g., solving problems at their root cause, sharing knowledge to effect meaningful change

VALUING WORKFORCE MEMBERS AND PARTNERS

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

- Provide for staff and stakeholder participation in developing processes and programs
- Create an environment for collaboration and creativity
- Provide recognition for staff
- Recognize the contributions of the diverse cultures of the school community
- Encourage partnerships within the Charter School (professional learning communities, vertical articulation teams, staff development, etc.)
- Encourage partnerships outside the Charter School (other schools, social service organizations, businesses, etc.)

AGILITY

- Regularly analyze classroom and individual student data to facilitate

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

- adjustments in a timely fashion
- Use the PDCA cycle and quality tools to continuously examine and refine organizational practices

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.

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.

MANAGEMENT BY FACT

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

SOCIETAL RESPONSIBILITY

Societal Responsibility is the belief in group norms and values and the practice of good citizenship, understanding that it is the Charter School's role to model these values as members of the community.

- Anticipate changes in educational and vocational requirements, instructional approaches, professional development needs, demographics, etc., adjusting school goals accordingly
- Encourage innovative strategies and processes, using quality tools to organize, prioritize, and plan for innovations and the PDCA cycle to determine value
- Analyze multiple sources of data in evaluating student achievement; staff, student and stakeholder satisfaction/dissatisfaction; staff education and training; the leadership system; and key processes
- Analyze data routinely to make decisions and to determine needs, areas for improvement, cause and effect, etc., disaggregating data, as required, to examine specific student groups
- Model ethical behavior and plan for the protection of health, safety, and the environment of the Charter School
- Go beyond mere compliance in meeting local, state, and federal laws and regulations
- Participate as a contributing member of the community through projects (e.g., Pennies for Patients, Trike-A-Thon, etc.)

Ingenium Schools periodically prepares California Performance Award and Malcolm Baldrige Award for Performance Excellence applications to evaluate progress towards its goal of becoming a world-class Baldrige-based educational institution.

INGENIUM LEARNING SYSTEM

All Barack Obama Charter School classrooms deploy the Ingenium Learning System (ILS), which Barack Obama Charter School's parent organization, Ingenium Schools, has adapted from the Reinventing Schools Model.

The ILS employs inquiry-based learning and learner self-initiative. By motivating all students, fostering a desire to learn, and providing a high-quality educational experience, the ILS guides each student to achieve her full potential.

In BOCS's classrooms, teachers and students utilize processes and systems to guide individual and class learning. All students manage their learning and chart their progress across content areas. Students regularly set goals, evaluate their progress, and make adjustments, if necessary, to their action plans.

The following elements are common to all BOCS classrooms:

- Classroom Data Centers
- Student Goal Folders
- Scoring Guides and Capacity Matrixes (see Appendix B)
- Use of quality tools and the Plan, Do, Check, Adjust (PDCA) cycle

THE REINVENTING SCHOOLS MODEL AND INGENIUM LEARNING SYSTEM

The Reinventing Schools Model (RSM), from which the Ingenium Learning System (ILS) was adapted, has a positive impact on student learning. The following bulleted list demonstrates some of the underlying reasons for the program's success:

- Dr. Deming, upon whose theories the RSM framework for excellence is modeled, stated that 95% or more of all problems within any organization are due to faulty systems and processes, not faulty individuals. The RSM approach reinforces this focus on improving systems and processes and not blaming students or teachers for problems.
- RSM is a leadership model that provides guidance on how to manage a system to empower stakeholders. In this way students, families, community members, political leaders, and other individuals feel connected to and a part of a collaborative effort to achieve outstanding results.
- Teachers and all students become co-directors in the creation of a classroom culture defined by success. The class collaboratively develops a shared vision statement that guides classroom decision-making. Quality system tools provide a mechanism by which students may continually contribute to the direction of the instructional program.

Classroom strategic planning preserves instructional time by reducing disruptions that result when a traditional top-down, boss-management approach is used by teachers. In an ILS classroom everyone is considered important to the success of the group and, within the framework of this cooperative, learning inevitably and dramatically increases.

Mission and excellence factors for students and teachers are regularly measured using quality tools and analyzed before determining strategies for improvement. Nothing about the strategic plan is rigid; all areas are open to adjustment and reinvigoration.

How the ILS 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 were effective, there would be no or very little need for in-school suspension, detention, or out-of-school suspension or expulsion. These approaches put nearly the entire onus for school and classroom behavior problems on the students. This emphasis on individual culpability rather than system failure is misguided.

The ILS improves student resilience through the following methods:

- Fostering a collaborative approach at the school level allows all students to participate as members of teams empowered to solve system issues.
- Building partnerships between students and other stakeholders to analyze data, determine root causes, and establish action plans to solve a variety of challenges within the Charter School.
- Connecting everyone in the Charter School and all outside stakeholders--making the culture of synergy and caring evident.

ADDRESSING COMMON CORE STATE STANDARDS

Barack Obama Charter School's instructional approach supports student achievement of the objectives specified in the charter and mastery of the academic content standards in core curriculum areas as adopted by the State Board of Education pursuant to Education Code §60605 by the following processes:

- The Common Core State Standards form the basis of student-generated action plans. Students monitor their progress toward mastery of all of their learning level standards and make adjustments as necessary.
- The Student Goal Folder contains each student's individualized learning plan (ILP). The ILP contains student PDCA sheets, progress tracking documents, and evidence that students have attained their goals.
- Comparative data is posted and analyzed in each content area to monitor progress at the individual, class, and school wide levels.
- Overall data trends are evaluated at every level and discussions take place on a weekly basis regarding curricular adjustments and interventions to be utilized

for struggling students as well as enrichment recommendations for high achieving students.

- The LUSD CCC is in the process of unpacking the Common Core State Standards and creating a progression of learning and pacing charts that will be posted within *educate*.
- Progress reports reflect standards-based grading. Grades are based on student progress toward mastering the Common Core State Standards for their grade level. All assignments, assessments, and projects are standards-based and all students continue to focus on their goals for mastering the standards throughout the school year.
- Correlation studies are performed using school-wide mastery of the standards and comparative data from the Smarter Balanced Assessment (SBA) in each content area as appropriate. A full analysis of school performance as well as class and individual performance is studied as data becomes available. Trends are noted and, prior the start of the next school year, recommendations and an action plan are developed to address areas in need of modification.

CURRICULUM

Barack Obama Charter School offers a curriculum that is aligned with the CCSS and supplemented by verified research-based curriculum models. The core curriculum includes language arts/reading, mathematics, science, and social studies. In addition, the instructional program includes physical education, visual-performing arts, and technology.

BOCS understands that children learn best when they are engaged in activities that capitalize on their natural curiosity and assist them in uncovering areas of talent or passion. In addition to meeting the CCSS, Barack Obama Charter School provides all students with the opportunity to experience other cultures and develop a global perspective through school wide events, projects, and field trips.

The Charter School encourages all students to use problem-solving and critical-thinking skills not only in the classroom but in social situations as well. The Charter School fosters a learning community in which all students experience respect for their sustained efforts as well as their immediate successes.

The Charter School has specific standards-based curriculum for each grade level. The intended outcome for the Charter School is that all students function at or above grade level as set by the CCSS in areas of reading/language arts, mathematics, science and social studies.

Innovative teaching plans provide activities to build visual, auditory, and kinesthetic skills for all students. A learning styles inventory further guides instructional decision making and assists in tailoring instructional delivery to student needs. These activities provide engaging ways to capitalize on children's individual intellectual strengths and manners of learning.

The overarching philosophy of BOCS is a focus on developing the “whole child” through the integration of visual and performing arts into other content areas. This philosophy works in conjunction with the idea that it is part of a school’s mission to assist students in identifying their passions and talents. In addition, through these endeavors, children build creative capacity and problem solving skills.

CORE ACADEMIC COURSE DESCRIPTIONS

MATH

According to the 2003 National Assessment of Educational Progress (NAEP), a large gap still exists in math performance between white students and Hispanic and African American students. Since the passage of the No Child Left Behind Act, demand for mathematics programs and practices that have been proven by scientific research has increased. The No Child Left Behind Act seeks to improve math education by mandating the use of research-based programs with long-term records of success in instruction and student achievement.

enVisionMath

BOCS uses the enVision Math program. PRES Associates, an independent research firm, conducted a longitudinal randomized control trial (RCT) study to assess the effectiveness of enVision Math in helping students attain critical math skills. The study was designed to address all standards and criteria described in the What Works Clearinghouse (WWC) Study Review Standards. The study commenced in 2007–08 with 2nd and 4th grade students and followed these students into 3rd and 5th grades in 2008–09. The results of this study are outlined in the Year 2 results report below.

Results indicate that students using enVision Math demonstrated significantly greater improvement in computation, problem solving, and math communication as compared to students using other math programs. The consistency of positive effects in favor of the enVision Math program over the course of two years lends support to the conclusion that the enVision Math program has a positive impact on student performance relative to other math programs.

Furthermore, effect sizes obtained in the second year were greater than those obtained during the first year of the study. Specifically, effect sizes at the end of the 2-year study ranged from .25 to .46 – notably larger than the positive effect sizes obtained during 2007-2008 (.20-.24). This suggests that stronger effects occur over time as students and teachers have greater exposure to enVision Math.

The magnitude of positive effect sizes found would be considered educationally meaningful in the research literature. Indeed, reviews of research conducted on elementary math curricula published by the What Works Clearinghouse show that effect sizes obtained in this RCT on EnVision Math are one of the largest found to date.

State assessment data was also collected from 5 schools and were obtained for spring 2007 (i.e., baseline data), and spring 2008 (i.e., 7-9 months into the study). Small effect

sizes were expected given that students had used the EnVision Math treatment program for less than one school year. Although no effects were statistically significant, it is noteworthy that 5 of the 6 effect sizes calculated are positive, this suggests that EnVision Math students performed better than control students on state assessments.

READING AND LANGUAGE ARTS

Barack Obama Charter School uses Pearson Literature California Reading and Language, a comprehensive literature program developed specifically for California and based on the most recent reading research. Organized around Big Questions and the Understanding by Design model of Grant Wiggins, the program also provides differentiated instruction for struggling readers, English learners, and advanced learners, making the program curriculum accessible to all students and ensuring that all students have the opportunity to master the State's Language Arts Content Standards.

SCIENCE

Barack Obama Charter School Science Program provides 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 school curriculum.

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

- All children can investigate and learn science concepts and can experience success in science.
- 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 about 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 organized format.
- Children's competence in the concepts and processes of science should be assessed through a variety of tools that are consistent, authentic, and fair.

The CCSS outline what all students should know and should be able to do in science. For grades kindergarten through six, the CCSS are written specifically for each grade. The content within each grade is organized into the following four strands:

- Life Sciences
- Earth Sciences
- Physical Sciences
- Investigation and Experimentation

Barack Obama Charter School Science Program incorporates the CCSS, both in spirit and in content, in the following ways:

- Each grade level will be organized into Life, Earth, and Physical Science units. Each unit will address the standards for those strands.
- Standards for the Investigation and Experimentation strand are infused within the content of the other three strands.
- Students learn science through direct instruction and through reading the Prentice Hall California Focus on Earth, Life, and Physical Science textbooks and supplemental materials.
- Each lesson involves all students in hands-on investigations.
- Science assessments measure both content and process — what all students should know and should be able to do — and do so in a variety of contexts.

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 Barack Obama Charter School's Baldrige design is a highly collaborative environment for staff, teachers, students, parents and all other stakeholders. This design promotes cross-grade level articulation and planning that will lend itself well to carrying out the interrelated focus of the above framework goals.

Students at Barack Obama Charter School acquire core knowledge in history and social science while they develop critical thinking skills including chronological and spatial thinking, research, evidence, point of view and historical interpretation, to study the past and its relationship to the present. Students 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.

The communities in which all our students live and that surround our schools are a rich resource and have vast and colorful histories. All of our students discover the connections to and the relationships between their community and the larger societies.

In addition to community participation and student-led community projects, all students 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 associated with them.

Through the mastery of the standards, all students understand common and complex themes that occur 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 them.

VISUAL AND PERFORMING ARTS

Barack Obama Charter School offers a visual and performing arts program aligned with the national and state learning standards. These standards recommend that all students be able to:

- Communicate in four arts disciplines – music, visual arts, dance, and theatre.
- Communicate proficiently in at least one art form.
- Present basic analyses of works of art.
- Demonstrate an informed acquaintance with exemplary works of art from a variety of world cultures and historical periods.
- Relate various types of arts knowledge and skills across the arts disciplines.

Barack Obama Charter School visual/performing arts program support and extend learning experiences for all students in basic literacy and advance skills in language arts/reading, math, science, and history-social science. The arts program engages all students in meaningful activities and lessons involving analytical and creative thinking. Barack Obama Charter School recognizes the “arts” program as an essential learning feature of an excellent teaching and learning system. The arts program celebrates cultural diversity in dance, painting, music forms, and theory from a global perspective.

Each year, all students at Barack Obama Charter School participate in a culminating project aimed at connecting the visual/performing arts and the history/social science programs. This project allows all students to demonstrate mastery of content standards through a performance assessment model (electronic portfolios, video yearbooks etc.).

BARACK OBAMA CHARTER SCHOOL TEXT LIST

The following table indicates the Pearson-published textbooks that Barack Obama Charter School currently uses; however, BOCS reserves the right to update these texts with new editions or replace them with other State-aligned textbooks or online textbooks and resources.

Text Name
Math
Scott Foresman enVision Math
History
Prentice Hall- Ancient Civilizations and Scott Foresman; Our Communities, Our California, Our Nation
Science
Pearson-Scott Foresman Science
Language Arts
Pearson Literature

FAMILY AND COMMUNITY PARTICIPATION

Collaboration is an integral component of an ILS school. The school year begins with the creation of a shared vision. Every stakeholder has an opportunity to provide input into this collaboratively-constructed statement of the Charter School's planned destiny. The mission statement is revisited each academic year to check in on the Charter School's progress or amend the shared mission if needed.

Each day, families and community members take an active role at the Charter School, from acting as volunteers to helping to shape school processes and programs. Within the ILS, all stakeholders are leaders and driving forces of school effectiveness.

Community bridge events, family bulletins, a suggestion box or parking lot tool located in the main office, social media accounts, SchoolReach telephone calls, and a regularly updated website ensure that stakeholders are informed of important happenings at the Charter School. Posted volunteer opportunities give stakeholders choices in how to best become active members of the school community.

Multiple open house events give stakeholders a deeper glimpse into the functioning of the Charter School. Further, the Charter School's open door policy invites students, at any time, to informally share their experiences with their families.

Semi-Annual roundtable events further encourage partnerships by inviting stakeholders to generate additional ways that they would like to be involved with the Charter School and providing them a platform by which to suggest ways that school processes and programs may be improved.

RENEWAL IMPLEMENTATION PLAN AND TIMELINE (2014 – 2017)

July 2014 – August 2014: Analyze the effectiveness and implementation of the Common Core State Standards in each learning level and for each content area. Any gaps in resources or instructional material will be identified and solutions will be created.

September 2014 – March 2015: Classes begin, continuous work throughout the school year reviewing results and revising action plans by each teacher, continued professional development on RSM methodologies with support from the Principal and RISC, and recruitment of new students for 2015-2016 school year. Student mastery of standards tracked, monitored, and reported from the *educate* SIS.

February 2015 – April 2015: Begin recruitment process and hiring of teachers, parent/community meetings, and student recruitment.

March 2015 – June 2015: Hire teachers, continuous improvement in curriculum development (pacing charts, assessment development, lesson planning), parent review of previous year's goal attainment, and action steps for 2015-2016.

June 2015 – August 2015: Review all incoming students' CST data, assess all incoming students for placement and CELDT, teacher RSM/ILS training and classroom preparation. Training to increase CCSS instruction effectiveness, differentiation, or other key areas of need. Entry of student and family data into PowerSchool and *educate* student information systems.

September 2015 – March 2016: Classes begin, continuous work throughout the school year reviewing results and revising action plans by each teacher, continued professional development on RSM methodologies with support from the Principal and RISC, and recruitment of new students for 2016-2017 school year. Student CCSS mastery tracked, monitored, and reported in the *educate* SIS.

March 2016 – June 2016: Planning for next school year and implementation of new classes, recruitment and hiring of new teachers and other staff as needed, revision of year-end assessments as necessary and continuous review of overall results, selection and ordering of curriculum and other instructional materials for the 2016-2017 school year, and lottery and final acceptance letters for all new students. Prepare materials for CAPE and Baldrige submissions.

June 2016 – August 2017: Review all incoming students' CST data, assess all incoming students for placement and CELDT, teacher RSM/ILS training and classroom preparation. Training to increase CCSS instruction effectiveness, differentiation, or other key areas of need. Entry of student and family data into PowerSchool and *educate* student information systems.

September 2016 – March 2017: Classes begin, continuous work throughout the school year reviewing results and revising action plans by each teacher, continued professional development on RSM methodologies with support from the Principal and RISC, and recruitment of new students for 2016-2017 school year. Student mastery of standards tracked, monitored, and reported from the *educate* SIS.

March 2017 – June 2017: Planning for next school year and implementation of new classes, recruitment and hiring of new teachers and other staff as needed, revision of

year-end assessments as necessary and continuous review of overall results, selection and ordering of curriculum and other instructional materials for the 2017-2018 school year, and lottery and final acceptance letters for all new students.

PLAN FOR STUDENTS WHO ARE ACADEMICALLY LOW-ACHIEVING

Fundamental to Barack Obama Charter School's approach to academically low-achieving students is the ILS. Academically low-achieving students, as with all other students, set learning goals, create action plans for meeting their goals, and track their learning progress. This increased level of empowerment and accountability reinvests low-achieving students into their education.

Barack Obama Charter School ensures equal access for academically low-achieving students in the following ways:

- The focus is on the improvement of instructional, assessment, and communication processes and not on “fixing” students.
- In the ILS, all stakeholders take part in frequent data analysis to ensure system improvement and efficacy.
- After enrollment, all students are assessed. Students academically at risk of retention are provided with targeted, structured, and systemic intervention to address areas of weakness.
- Teachers are learning facilitators. In ILS classrooms teachers regularly seek and analyze student feedback.
- Regular and frequent in-process (formative) assessments are given. Students record their results, set goals for improvement, and prepare action plans for meeting their goals. Classes as an aggregate track their learning progress on charts posted on bulletin boards, set class goals, and create class action plans.
- Capacity matrixes on each standard are tied to “resource matrices” that include various resources available to help students who have fallen behind (these are being prepared by the LUSD CCC. Resources include extra study opportunities, peer tutors, online resources, family support plans, after school program intervention opportunities, and additional teacher support.
- Teachers and all students regularly use a Plan-Do-Check-Adjust process and analyze root causes of errors and make course corrections if necessary.
- Informal feedback is collected systematically through the use of quality tools, student engagement surveys, and learning inventories. These tools empower all students to become partners in their educational experience.
- An assessments coordinator is responsible for reviewing whether content standards benchmarks are being met and the School Site Council (SSC) team of diverse stakeholders checks in on progress quarterly. If acceptable progress is made, the goal is altered to focus on an area that falls in the highest priority. If acceptable progress is not made, the strategies that were implemented are

analyzed to determine effectiveness, and a problem solving protocol is followed to come up with a solution.

Celebrations are embedded in the ILS classroom as all students achieve their individual and whole-class interim and cumulative goals and targets.

ACADEMIC SUPPORT FOR ACADEMICALLY LOW ACHIEVING STUDENTS

Students identified for intervention may also be referred to the Student Success Team (SST). Students may be referred to the SST by a parent, teacher, or administrator. The SST provides assistance to students who need intervention and support. It begins with a meeting involving the principal, teachers, parents and other school resources as needed. The meeting provides an opportunity for each participant to share ideas on how to improve the student's ability to meaningfully participate in his or her classroom. The team may recommend program modifications, use of alternative materials or equipment, and/or strategies or techniques that capitalize on student strengths.

In addition, the BOCS counseling program is an essential component of the total instructional program through which all students have maximum opportunity for their socio-emotional development. Students who demonstrate an emotional and/or behavioral need for services may be referred for counseling by a parent, teacher, or administrator.

PLAN FOR STUDENTS WHO ARE ACADEMICALLY HIGH ACHIEVING

BOCS recognizes that students who are gifted, academically high-achieving, and/or talented ("GATE" students) have attributes as individual in nature as those of other BOCS students.

To identify GATE students, BOCS accepts a designation by the District or another school district. In addition, BOCS assesses referred students after they enroll. Students may be referred for GATE testing by a parent, teacher, or administrator. Parent approval for testing is secured prior to test administration. District criteria is used to determine if a student qualifies as GATE.

Once identified, GATE students receive differentiated learning experiences that allow them to pursue more rigorous or sophisticated learning outcomes. The Ingenium Learning System is particularly well-suited to GATE and other high-achieving students as the ILS allows for students to individualize their goals and move at an accelerated pace while choosing channels through which to demonstrate mastery (e.g., writing a formula to solve math problems, creating a Power Point to demonstrate learning, etc.).

PLAN FOR ENGLISH LEARNERS

BOCS meets all applicable legal requirements for English Learners (EL) including annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and

standardized testing requirements. BOCS implements policies to assure proper placement, evaluation, and communication regarding English Learners and the rights of EL students and their parents.

HOME LANGUAGE SURVEY

BOCS administers the home language survey upon a student's initial enrollment into BOCS (on enrollment forms).

CELDT TESTING

All students who indicate that their home language is other than English are administered the CELDT (California English Language Development Test) within thirty days of initial enrollment³ and at least annually thereafter between July 1 and October 31st until re-designated as fluent English proficient.

BOCS notifies all parents of BOCS's responsibility for CELDT testing and of CELDT results within thirty days of receiving results from the publisher. The CELDT is used to fulfill the requirements under the No Child Left Behind Act for annual English proficiency testing.

RECLASSIFICATION PROCEDURES

Once a student has demonstrated that he/she is ready to participate fully in all English instruction without special support services, the student is ready for reclassification. Readiness is determined through multiple measures including: 1) teacher evaluation of the student's classroom performance, 2) objective assessment of the student's English language proficiency (CELDT), and 3) core content achievement as measured by benchmark exam results.

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

Evaluation	Minimum Scores
CELDT	Level 4 overall, no domain score less than 3
Benchmark exam results in English–Language Arts	Mid-basic or higher (adjusted for test date)
Writing assessment	3 (at grade level) (4 pts possible)
Teacher input and observation	Grade level achievement of core curricular

³ The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT tested. All other students who have indicated a home language other than English will continue with annual CELDT testing based upon the date last tested at the prior school of enrollment.

standards, SOLOM 20+

When CELDT and benchmark exam results of an EL student meet or exceed the minimum scores, the assessment coordinator administers the writing assessment. If the result of this assessment also meets or exceeds the minimum score, the assessment coordinator partially completes a Student Reclassification Worksheet and forwards it to the student's teacher who completes the worksheet with teacher input and observation entries and makes a final reclassification determination. The student's parents will be consulted prior to reclassification. When a student is reclassified, the signed documentation is placed in the student's cumulative file.

The assessment coordinator uses benchmark exam results and teacher observations to semi-annually monitor the progress of R-FEP students for a period no less than 24 months after reclassification. Students whose academic performance regresses will be referred to receive academic intervention in the specific area of need.

STRATEGIES FOR ENGLISH LEARNER INSTRUCTION AND INTERVENTION

BOCS uses Specially Designed Academic Instruction in English (SDAIE) and English Language Development (ELD) strategies to provide students access to the core curriculum through a content-based and scaffolded program.

Teachers use visual scaffolds such as graphic organizers, employ pre-teach and re-teach activities using flexible grouping strategies, and provide an individualized learning experience for students depending on their location on the English language continuum. The instructional program is based on the California ELD instructional framework and standards.

BOCS provides staff development to all teachers in the specialized needs of English Learners and strategies that will support them.

It is expected that English Learners make a minimum gain of one level of proficiency annually. BOCS develops Intervention Plans for students not making adequate progress.

MONITORING AND EVALUATION OF PROGRAM EFFECTIVENESS

BOCS:

- Monitors student identification and placement.
- Adheres to Charter School-adopted academic benchmarks by language proficiency level and years in program to determine adequate yearly progress.
- Monitors use of appropriate instructional strategies.

SERVING STUDENTS WITH DISABILITIES

Barack Obama Charter School recognizes its responsibility to enroll and assist students with disabilities who will benefit from its programs and who otherwise qualify

for enrollment. Further BOCS understands its legal responsibility to ensure that “no qualified individual with a disability shall, by reason of such disability, be excluded from participation in or be denied the benefits of the services, programs, or activities”⁴ of BOCS.

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 BOCS. BOCS 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 BOCS.

BOCS provides special education instruction and related services in accordance with the IDEIA, Education Code requirements, and applicable policies and practices of the El Dorado County Charter (“EDCC”) Special Education Local Plan Area (“SELPA”). BOCS is an independent LEA and part of the EDCC SELPA pursuant to Education Code Section 47641(a).

BOCS complies with all state and federal laws related to the provision of special education instruction and related services and all EDCC SELPA policies and procedures and utilizes appropriate EDCC SELPA forms. BOCS is solely responsible for its compliance with Section 504 and the ADA.

BOCS is categorized as a local educational agency member in the EDCC SELPA in conformity with Education Code Section 47641(a). BOCS complies with a Memorandum of Understanding (“MOU”) between EDCC SELPA and BOCS related to the delineation of duties between EDCC SELPA and BOCS.

BOCS provides appropriate services for the exceptional needs student 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.). BOCS contracts with the EDCC SELPA and monitors compliance with all applicable federal and state laws.

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

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

⁴ 42 U.S.C. § 12132.

SERVICES FOR STUDENTS UNDER THE “IDEIA”

BOCS follows EDCC SELPA policies and procedures and utilize EDCC SELPA forms in seeking out, 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. BOCS complies with EDCC SELPA protocol as to the delineation of duties between EDCC SELPA and the local school site in providing special education instruction and related services to identified pupils. An annual meeting between BOCS and EDCC SELPA to review special education policies, procedures, protocols, and forms of EDCC SELPA will ensure that BOCS and EDCC SELPA have an ongoing mutual understanding of EDCC SELPA protocol and will facilitate ongoing compliance.

An MOU is in place between the EDCC SELPA and BOCS 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 BOCS. A summary of this MOU follows:

ASSESSMENT AND IEP PROCESS

BOCS complies 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 BOCS are 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 are referred to the Student Success Team (SST) for evaluation and support. Referrals for SST action may be made by a parent, teacher, or administrator.

After a referral, the SST schedules a meeting in which parents, teachers, and administrators share information and collaboratively develop and monitor an intervention plan for the student. 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 classroom. In addition, at this time, the

team will refer a student for a special education assessment when the team identifies that the modifications or assistance provided in the general education classroom are not sufficient in meeting the student's needs.

The SST team will determine a date at which to check in on the intervention plan to evaluate its efficacy. At that point, the team may decide to recommend that a student be tested for special education, continue with interventions memorialized in the intervention plan, or it may implement additional or different interventions.

This approach signals a total school commitment to providing assistance and creating a context for success in the general education classroom to students with unique or special needs.

The SST does not fulfill a special education function. Thus, it is not subject to the special education timelines or legal requirements.

Step 2: Referral for Special Education Assessment

At BOCS the referral process is 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 will describe the type and purposes of the assessment that may be used to determine eligibility for services.

The parent must consent to the AP by signing the AP before the assessment can take place. BOCS, in consultation with its Special Needs Services Provider, has sixty (60) days, not counting school vacations greater than ten (10) 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, BOCS may take steps to protect the student if BOCS believes that the student is being denied necessary services. BOCS 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 determines 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.

BOCS guidelines for assessment:

- Student will be assessed only after the parent consents to the assessment plan.
- Student will be assessed in all areas related to his or her assumed 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.
- The assessment will be adapted for students with impaired sensory, physical, or speaking skills.
- Testing and assessment materials and procedures will not be racially, culturally, or sexually discriminatory.

If the parent disagrees with the assessment of their child made by BOCS and its Special Needs Services Provider, the parent may obtain an independent educational assessment. Upon the parent's request, BOCS 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 is held. The IEP meeting is held at a time and place convenient for the parent, the charter school, and an invited EDCC SELPA representative as needed. At the IEP meeting, the IEP team discusses assessment results and determines whether the student is eligible for special education services based upon state and federal criteria. If the student is eligible, then an IEP is developed at the meeting.

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, he or she 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.
- A BOCS administrator or qualified representative who is knowledgeable about the program options appropriate for the student.
- The student's teacher(s).

- A representative from EDCC SELPA and the district of residence (if applicable).
- A representative from the Special Needs Services Provider if not the district, County, or EDCC SELPA.
- Other persons, such as the student, whom the parent or the Charter 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. The regular education programs are the first consideration and the necessary supports and services will be discussed. The IEP is tied to the standard curriculum and measured by the same means. After the written IEP has been finished, it is implemented by BOCS through its selected Special Needs Services Provider. The parent can review and request revisions of the plan.

The IEP contains:

- The services that student will receive.
- How these services will be delivered.
- The instructional program(s) where these 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.
- 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, conversely, 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 is reviewed in an IEP meeting at least once a year to determine its effectiveness. At that time, team members review IEP goals and student progress toward meeting them. If necessary, modifications are made to the IEP to better serve student needs.

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 at any point over the course of the school year.

The parent or teacher may request a reassessment by sending a written request to the Charter School or completing a Request for Special Education Assessment. BOCS will have written permission from the parent or guardian before it reassesses the student. BOCS will convene an IEP meeting within 30 days in response to parent's written request.

BOCS makes available to all parents and teachers EDCC SELPA, state, and federal literature regarding special education programs, regulations, and laws.

The promotion and retention of special education students is 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 is initiated pursuant to Chapter 5 (commencing with Section 56500) unless a pre-hearing mediation conference is held.

BOCS 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.

SECTION 504 OF THE REHABILITATION ACT

The Charter School recognizes 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 Charter 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 Charter School.

A 504 team is assembled by the designated Section 504 Coordinator 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 reviews 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 that evaluates 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 including those tailored to assess specific areas of educational need, and not merely those designed to provide a single general intelligence 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 during the evaluation the 504 team obtains information indicating possible eligibility of the student for special education per the IDEIA, 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 a free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student. In addition, the 504 team shall draw upon a variety of sources including, but not limited to, assessments conducted by BOCS'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 will have a copy of the student's 504 Plan. The site administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he or she reviews the 504 Plan with long-term substitutes. 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 annually to determine the appropriateness of the Plan, needed modifications, and continued student eligibility.

PROFESSIONAL DEVELOPMENT

Upon completion of employment agreements in spring 2014, any new teachers will be provided with a portfolio explaining BOCS's Ingenium Learning System program as well as a professional goal folder. Just as all BOCS students set learning goals, develop action plans, and track their learning progress BOCS teachers similarly develop their own professional development goals and action plans and track their progress in their goal folder.

New contracted teachers are invited to observe classes at one of Ingenium Schools' campuses. They are also required to attend a two-day workshop in August. The workshop focuses on classroom ILS deployment. In addition, teachers present their professional development goals. Teachers are provided with ILS self-study materials in August.

Ingenium Schools encourages its educators to be teacher-researchers utilizing their knowledge base to collect and analyze student data, study and reflect upon student response to the instructional program, formulate questions regarding curricula and instruction, hypothesize solutions, report to peers, and adapt new lessons to meet the unique needs of students.

BOCS professional development opportunities provide teachers time to inquire about practice, study individual and aggregate student data, develop best practices, and measure progress toward school-wide goals.

A one-week program/staff development session in August provides staff with the opportunity to continue to plan a course of study that reflects the CCSS and integrates high expectations for student learning. Session topics include the Baldrige Award in education, the Ingenium Learning System, using data to make instructional decisions, quality tools in the classroom, and utilizing technology in the classroom.

Every Wednesday, the Charter School employs a shortened schedule. The instructional day ends after the lunch hour, leaving several hours for professional development in the afternoon.

Through the school year the Charter School uses the services of RISC to help set up the RSM elements of the Charter School's program, make classroom observations, and

consult with all teachers. In addition, teachers spend one hour on data analysis each week.

Teachers post graphs indicating classroom learning progress on bulletin boards. They also report on their class progress in monthly data reports to the Principal, who works with staff on the basis of the data presented. The Principal also conducts quarterly conferences with teachers in which the teacher's professional goals and action plan are evaluated.

In addition to the ILS, the professional development program places special emphasis on providing educational services to the targeted student population – such as SDAIE training and review of the California English Language Development (ELD) standards. Within this strand of professional development, teachers learn how to build out research-driven ELD lessons.

Professional development topics also include:

- ILS training
- Baldrige leadership training
- Effectively using a Professional Goal Folder
- Common Core State Standards-based effective lesson planning
- Development and monitoring of cross-curricular projects and authentic assessment tools
- Monitoring student mastery of the Common Core State Standards and adjusting instruction to maximize student mastery
- Classroom management
- Differentiated instruction
- Standards based grading and assessment
- Mainstreaming special needs students
- Writing across the curriculum
- Integrating technology into the classroom

ACADEMIC CALENDAR AND INSTRUCTIONAL TIME

Barack Obama 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 §47612.5.

The proposed calendar for 2014-2015 is attached as Appendix A. It is expected that BOCS will adopt most of the Compton Unified School District 2014-2015 calendar.

The Barack Obama Charter School day will begin at 7:50 AM and end at 3:00 PM except on Wednesdays, when the school day will end at 12:30 in order to provide three hours for professional development and teacher collaboration.

BELL SCHEDULE

Monday, Tuesday, Thursday, Friday

7:50 – 9:30 classes
9:30 – 9:45 Recess*
9:45 – 12:20 classes
12:20 – 1:00 Lunch*
1:00 – 3:00 classes

*Start and end times vary by grade level; recesses are 15 minutes and lunches 40 minutes

Wednesday

7:50 – 9:40 classes
9:40 – 10:00 Recess*
10:00 – 12:10 classes
12:10 – 12:30 Lunch*

Instructional time is as follows:

	Regular Schedule	Wednesday
Total Instructional Time (in credentialed minutes per day/ totaling over 55,000 instructional minutes in a 175 day school year)	335	225

Barack Obama Charter School's attendance accounting system meets the requirements of CUSD and CDE. Alternative interventions are considered for truancy (e.g. holding a parent conference, detention, or restriction from participating in school activities such as sports, field trips, etc.).

IDENTIFICATION OF WHO WILL BE ACCOUNTABLE FOR STUDENT PROGRESS

Ultimately, all students are responsible for their own progress--their acceptance of responsibility is Barack Obama Charter School's central core value (see above).

In addition, teachers are responsible for student progress as measured by multiple assessment results. Student performance as measured on the SBA, Standard Clearing Assessments, quarterly benchmarks, and projects. Student progress will be a significant feature of teacher evaluation.

The Principal is held accountable for student progress based on assessment results. Student progress is a significant tool in determining principal effectiveness.

The Charter School relies heavily on value-added measurements of teacher and administrator performance. Value-added measurements target the improvement students demonstrate during the period they are in contact with the teacher and school.

Teachers and academic level teams set goals with action plans and collect pieces of evidence. Discussion and goal setting occur at the beginning of the year with quarterly evaluations of school progress toward the goals. In this way, teachers model methods of data collection and analysis toward a system of school-wide continuous improvement.

ACCREDITATION

In October 2014, BOCS will submit a Request for WASC Affiliation form. WASC will then send BOCS an Initial Visit Application/School Description form that BOCS will complete and return.

In October 2015, upon receipt of the forms and approval to proceed, WASC will arrange for a two-member visit to the Charter School. In addition to the documentation provided with the application, BOCS will make available other supporting documentation during this initial visit. Following the visit, the visiting committee will submit a report containing recommendations regarding the Charter School's ongoing improvement to the WASC Accrediting Commission for Schools for action.

If the Commission's action is favorable, the Charter School will be granted either interim accreditation or candidacy for a term not to exceed three years. BOCS'S goal is to achieve interim accreditation at this stage by March 2016.

BOCS will apply for full accreditation using the WASC Focus on Learning, California Charter Schools, 2004 Edition protocol to prepare its self-study as its end goal.

ELEMENT 2: MEASURABLE STUDENT OUTCOMES

Governing Law: The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. Education Code Section 47605(b)(5)(B).

MEASURABLE STUDENT OUTCOMES

Student outcomes are the skills and processes mastered and the concepts learned from the content of the Charter School curriculum. Exit outcomes address the goals for all students including English Learners, special education students, and gifted students.

BOCS shall meet all statewide content and performance standards and targets. Cal. Ed. Code §§47605(c)(1), 60605.

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

BOCS agrees to comply with and adhere to state requirements for participation and administration of all state mandated tests.

Student outcomes are the skills and processes mastered and the concepts learned from the content of the school curriculum.

Pursuant to Education Code Section 47605(b)(5)(A)(ii), the following table describes BOCS's annual goals to be achieved in the state priorities school-wide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals.

BOCS OUTCOMES TO ACHIEVE STATE PRIORITIES		
State Priority #1. The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))		
ANNUAL GOALS TO ACHIEVE PRIORITY #1	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
1. BOCS will hire, maintain, and assign highly qualified	1. All teacher candidates must be NCLB-qualified prior to	1. All teachers are NCLB-qualified and assigned as

<p>teachers.</p> <p>2. BOCS will obtain instructional materials aligned with current standards and ensure all pupils have sufficient access to the materials.</p> <p>3. BOCS facilities will be maintained in good repair.</p>	<p>teaching BOCS pupils as determined by an NCLB checklist. Human Resources staff ensures that all teachers are at all times NCLB-qualified.</p> <p>2. School leaders and teachers select instructional materials informed by a standards-aligned rubric. Another rubric is used to determine that all students have sufficient access to instructional materials.</p> <p>3. School leadership ensures periodic facilities maintenance walkthroughs are conducted, recorded, and findings acted on.</p>	<p>documented by NCLB-qualified checklists.</p> <p>2. Completed rubric templates document that instructional materials are aligned with current standards and sufficiently deployed to students.</p> <p>3. Documentation that walkthroughs have been periodically conducted and documentation of follow-up actions.</p>
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State Priority #2. Implementation of the academic content and performance standards adopted by the state board, including how EL students will be enabled to gain academic content knowledge and English language proficiency

ANNUAL GOALS TO ACHIEVE PRIORITY #2	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
<p>1. BOCS curriculum will be aligned to CCSS.</p> <p>2. BOCS curriculum will be designed to support ELs and other subgroups.</p>	<p>1. Curriculum maps for each course written prior to school opening and revisited annually.</p> <p>2. Curriculum maps will include goals and strategies to support ELs.</p> <p>1 & 2. Professional development includes sessions dedicated to Common Core and supporting EL students.</p>	<p>1 & 2. Audit of curriculum and lesson plans documents that curriculum maps are aligned to CCSS and CA ELD standards and have supports for ELs and struggling students.</p> <p>1 & 2. Professional development agendas document training on Common Core and supporting EL students.</p>

State Priority #3. Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation

ANNUAL GOALS TO ACHIEVE PRIORITY #3	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
<p>1. Solicit detailed parent input.</p>	<p>1. Utilize semi-annual focus groups composed of cross</p>	<p>1. Focus group reports documenting parent</p>

2. Monitor and continually improve parent engagement.	sections of parents to solicit in depth parent comments. Include parents in the Shared Vision Renewal process. 2. Set annual parent engagement goals measure progress towards meeting goals, and establish action plans for meeting the goals.	satisfiers and dissatisfiers. Completed Shared Vision reflecting parent input. 2. Annual parent engagement goals, measurements, and action plans.
State Priority #4. Pupil achievement, as measured by all of the following, as applicable: <ul style="list-style-type: none"> A. Statewide assessments (STAR, or any subsequent assessment as certified by SBE) B. The Academic Performance Index (API) C. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education D. Percentage of ELs who make progress toward English language proficiency as measured by the CELDT E. EL reclassification rate F. Percentage of pupils who have passed an AP exam with a score of 3 or higher G. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 <i>et seq.</i>) or any subsequent assessment of college preparedness 		
ANNUAL GOALS TO ACHIEVE PRIORITY #4	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
Statewide assessment results, the Academic Performance Index (API), and the percentage of ELs who make progress toward English language proficiency as measured by the CELDT will increase each year. The EL reclassification will increase each year.	Selection and implementation of standards-based reporting system and linked standards-based resources. Refinement of Ingenium Learning System. Monitoring student progress in the standards-based reporting system and creating action plans to address learning gaps. Increase professional development days to ten or more a year.	During the 2013-2014 and 2014-2015 school years use benchmark assessments to determine Common Core proficiency and API scores, then use Smarter Balance Assessments. After establishing a base in 2013-2014, proficiency in English language, mathematics, and science will be at an “All Time Best” (ATB) each year, as will calculated API scores. (“All Time Best” means that, if performance declines one year, the subsequent year performance must exceed

		the highest previous annual performance, no matter the year). English language proficiency will be measured by the CELDT and will be at the ATB each year. EL reclassification will be at the ATB each year.
State Priority #5. Pupil engagement, as measured by all of the following, as applicable: <ul style="list-style-type: none"> A. School attendance rates B. Chronic absenteeism rates C. Middle school dropout rates (EC §52052.1(a)(3)) D. High school dropout rates E. High school graduation rates 		
ANNUAL GOALS TO ACHIEVE PRIORITY #5	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
Students attend school most days and arrive on time.	Monitor attendance and arrival times and create action plans to address attendance and arrival gaps.	Average Daily Attendance (ADA) will be at the ATB each year. Tardiness and chronic absenteeism will be reduced each year. All are measured by BOCS's student information system.
State Priority #6. School climate, as measured by all of the following, as applicable: <ul style="list-style-type: none"> A. Pupil suspension rates B. Pupil expulsion rates C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness 		
ANNUAL GOALS TO ACHIEVE PRIORITY #6	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
1. Suspension and expulsion rates decline each year. 2. Sense of safety and school connectedness improves each year.	1. Identify and address root causes of suspensions and expulsions using quality tools. 2. Establish survey systems for sampling pupil, teacher, and parent connectedness and create action plans to address gaps identified in the survey	1. Suspension and expulsion rates decline each year as measured by reported suspensions and expulsions. 2. Completed surveys document administration of the surveys and the

	findings.	results. The reported Net Promoter Score will be at the ATB in each end of year survey.
<p>State Priority #7. The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.</p> <p>“Broad course of study” includes the following, as applicable:</p> <p><u>Grades 1-6:</u> English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)</p> <p><u>Grades 7-12:</u> English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))</p>		
ANNUAL GOALS TO ACHIEVE PRIORITY #7	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
All students, including unduplicated students and students with exceptional needs, are enrolled in English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other courses as prescribed by the BOCS governing board.	Enroll all students, including unduplicated students and students with exceptional needs, in English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other courses as prescribed by the BOCS governing board.	All students, including unduplicated students and students with exceptional needs, are enrolled in English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other courses as prescribed by the BOCS governing board and as documented by entries in BOCS’ student information system.
<p>State Priority #8. Pupil outcomes, if available, in the subject areas described above in #7, as applicable.</p>		
ANNUAL GOALS TO ACHIEVE PRIORITY #8	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
Students achieve grade level proficiency in English language arts, mathematics, science, social science, visual and performing arts, health,	Actions to achieve annual goals: See State Priority #4.	Student grade level proficiency in English language arts, mathematics, science, social science, visual and performing arts, health,

physical education, and other courses as prescribed by the BOCS governing board.		physical education, and other courses as prescribed by the BOCS governing board will be at the ATB each year as measured by Common Core assessments in tested subjects and by entries in the standards-based reporting system in the case of untested subjects.
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The Charter School shall meet its annual API growth target, both school-wide and in numerically significant pupil subgroups. The Charter School shall meet Annual Yearly Progress benchmarks.

2011-2012 CST Results: Met API growth target school-wide and for all subgroups. Met 13 out of 13 AYP requirements.

PERFORMANCE GOALS AND OUTCOMES

Barack Obama Charter School tracks and analyzes 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%. • Tardies decrease each quarter by at least 5%. • Suspensions/expulsions decrease each quarter by at least 5%. • Mediation referrals decrease each quarter by at least 5%.
Parental Involvement	<ul style="list-style-type: none"> • At minimum, 80% of parents attend student-led conferences or open house events. • At minimum, 80% of parents attend school-wide events.
Professional Development	<ul style="list-style-type: none"> • At minimum, 80% participation rate in annual one-week program held prior to opening of school each year. • At minimum, 90% participation rate in professional development workshops held during the academic year.
Teacher Performance	<ul style="list-style-type: none"> • Ninety percent of teachers achieve 100% of their professional goals each year. • One hundred percent of teachers ensure that their students

	achieve academic goals as delineated in the table above.
Financial Solvency	<ul style="list-style-type: none">• No deficit in the operating budget.

ELEMENT 3: METHOD BY WHICH STUDENT OUTCOMES WILL BE MEASURED

Governing Law: The method by which pupil progress in meeting those pupil outcomes is to be measured. Education Code Section 47605(b)(5)(C).

BOCS believes that assessment of student progress is an essential tool for student learning, teacher growth and continuous improvement. Assessments provide students the opportunity to monitor and reflect upon their own learning and action plans. In addition, assessment information drives professional development and the instructional program.

Linking standards to curriculum and assessment: Standards, curriculum, and assessment are aligned with each other, with state guidelines, and with the Charter School's educational goals. Professional development workshops include training in data-driven decision making.

Monitoring progress toward goals: Teachers track class-wide results on assessments and post them on classroom bulletin boards; teachers and classes modify class learning action plans based on the class results. Classes also measure their mastery of the standards through a combination of digital portfolios, projects, exhibitions, performances, and criterion-referenced assessments. Instruments used appropriately measure student objectives and reflect the vision of the Charter School.

Progress is objectively measured by annual statewide assessments for each grade and by other adopted statewide assessments (e.g., CELDT and SBA). Progress is discussed with parents and students at least twice each year. Progress reports are issued quarterly.

Teachers use technology to monitor student computer skills and help them achieve academic and technology goals. Staff development emphasizes advanced training in the use of student information systems and electronic resources (e.g., *educate*, e-mail, etc.) including the ability to use electronic work saved and networked by students to assess student progress toward project benchmarks.

The staff:

- Sets baseline expectations for all incoming students (e.g., using information from previous assessments);
- Recommends additional support if needed;
- Administers all assessments, including school, district, and state-required testing;
- Develops evaluative comparisons with similar populations using disaggregated data;
- Sets priorities for professional development;

- Assists with the allocation of resources, prioritizing areas of student need.

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

INITIAL ASSESSMENTS

All new students are given several assessments to determine their proficiency levels in core subjects. These assessments may include:

- California Diagnostic Screening Assessment (Reading Street)
- CELDT
- Pearson Math Diagnostic

An important goal of the initial assessments is to establish a baseline from which value-added student achievement may be measured. The data is also important for student leveling and differentiation in the classroom.

ONGOING ASSESSMENTS

Ongoing assessments are conducted pursuant to Education Code Section 60602.5. Assessments used to evaluate pupil progress follow state guidelines and may include:

- **State Required Tests.** All state required tests are administered and analyzed to improve student results.
- **Benchmark Assessments:** Benchmark assessments in reading, writing, and math are administered quarterly. Results are analyzed to inform the instructional program as well as student and teacher action plans.
- **Performance Tasks.** For each core content standard, a student completes a performance task to demonstrate mastery. Performance tasks require that students apply their knowledge to a real world problem or challenge.
- **Standards Clearing Assessments:** The LUSD CCC is developing SCAs for all CCSS standards for grades kindergarten through eight. Students take SCAs as they achieve proficiency on each standard. SCAs provide an

expectation of proficiency for each standard consistent across the entire school.

- ***educate*:** Students (3rd grade age and above) track their learning progress by checking their SCA results and their evidence online in *educate*. Teachers track SCA results against pacing budgets for each student and administrators track classroom and school performance relative to pacing budgets.
- **Traditional Classroom Assessments:** Tests, quizzes, essays, projects, and exams are evaluated on a regular basis. Many of these are drawn from textbook publishers' formative assessments. In addition, teachers are trained on the development of authentic assessments to measure student achievement.
- **Student Goal Folders:** Each BOCS student maintains a folder in which they track their progress. The student goal folder contains the student's individualized learning plan, PDCA sheets, tracking forms, and evidence of student learning.
- **Teacher-designed assessments:** Teachers design appropriate tasks that measure student understanding and mastery on the appropriate grade level standards. Data from these assessments is used by teachers to design instruction and refine teaching strategies.
- **Oral & Written Presentations:** Student performance on speeches, position papers, essays, etc. is evaluated against collaboratively (students and their teacher(s)) generated rubrics.
- **Longitudinal/survey and other data** tracks pupil progress over time.

ACADEMIC PERFORMANCE INDEX (API)

The Academic Performance Index (API) is used to compare the position of Barack Obama Charter School with that of other schools in the state. The API is also used to identify underperforming sub-groups and develop remediation strategies and programs, as appropriate.

OTHER ASSESSMENTS

Students are measured in non-curriculum areas such as class attendance and behavior. For example, Barack Obama Charter School actively tracks each student's attendance as well as behavior (good citizenship, detentions, suspensions, etc.).

Non-curriculum areas are often overlooked at urban schools, but Barack Obama Charter School believes that all students develop into well-rounded and good citizens more quickly and comprehensively when they are held accountable for both academic performance and conduct.

USE AND REPORTING OF DATA

Teachers closely monitor student progress through SCAs in *educate* and all students are expected to demonstrate mastery of locally developed competencies based on state standards. As one method of measuring pupil progress, assessments are conducted pursuant to 47605(c)(1), which requires Barack Obama Charter School to conduct state testing pursuant to Education Code Section 60605 and any other statewide assessments applicable to pupils in charter schools.

BOCS students are tested frequently using SCAs as well as assessments supplied by textbook publishers. Frequent testing allows stakeholders to monitor student performance and optimize student achievement. In addition, testing trains students in sustained mental effort for long periods of time--a training that is essential for future academic and real world success. Testing reinforces knowledge and prepares students to face and overcome difficult situations under pressure.

SCA and other assessments are tied to ongoing teacher, classroom, and grade level goals and action plans. The collaboration and monitoring of this information allows for the sharing of resources and creation of innovative solutions (Core Value “Managing for Innovation”).

The Baldrige Core Value “Management by Fact” (see “Core Values” in Element I: Educational Philosophy and Program above) is supported by teachers and all students as they collaboratively use data to drive and monitor learning in the following ways:

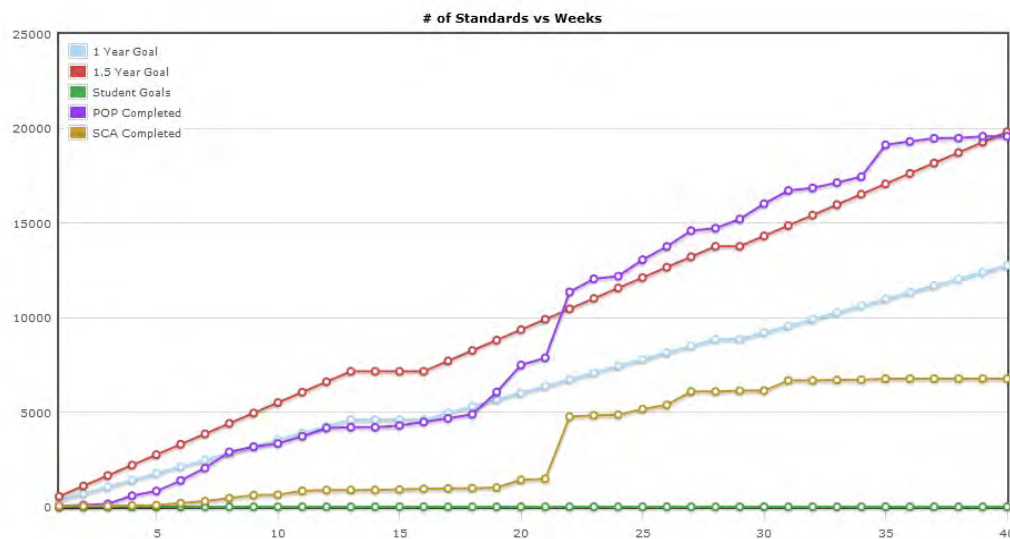
- Teachers and their classes establish agreed-upon academic goals for the class. They also agree on action plans for meeting these goals. Teachers regularly post assessment results on classroom bulletin boards and classes modify their action plans based on the assessment results. Data and action plans are shared with parents through class and school newsletters to involve them in the collaborative effort of continuous improvement.
- Teachers and all individual students establish agreed-upon academic goals for each individual student. Students record their academic goals, complete action plans, and graph their learning progress. This information is maintained in the student goal folder.

Barack Obama Charter School relies on the measurement and analysis of performance to manage its school-wide operations. These measurements derive from the Charter School’s needs and provide critical data and information about key processes and results.

Several types of data and information are used for BOCS’s performance management. Performance measurement focuses on student learning and features 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 include students' backgrounds, learning styles, aspirations, academic strengths and weaknesses, educational progress, classroom and program learning, satisfaction with instruction and services, extracurricular activities, and success in later grades. Examples of data segmentation that are 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 Barack Obama Charter School, analysis entails using data to determine trends, projections, and cause and effect that might not otherwise be evident. Barack Obama Charter School teachers and administrators use the *educate* student information system as one tool to analyze data. The pacing manager has the ability to analyze how many standards have been mastered in ELA and mathematics at the school level, the classroom level, and the individual student level. Teachers and administrators have a deep understanding of the content that is being mastered as well as areas needing immediate improvement. See sample figure below.



Analysis supports a variety of purposes, such as planning, reviewing the Charter School's overall performance, improving operations, organizing change management, and comparing Barack Obama Charter School's performance with comparable organizations or with "best practices" benchmarks.

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

Proficiency levels have been established to maximize teacher efficiency and student learning. Learning assessments determine whether proficiency has been achieved and identify opportunities for intervention. The diverse assessments listed above are used at the various academic levels.

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

The ILS is data-rich and assessment-driven. SCAs are administered and all students will record the track their results.

In addition, classroom results on assessments are posted on the classroom bulletin boards and celebrated.

BOCS and CUSD will jointly develop a visitation process to enable CUSD to gather information needed to validate the Charter School's performance and compliance with the terms of this charter; however, BOCS agrees to and submits to the right of CUSD to make random visits and inspections in order to carry out its statutorily-required oversight.

Pursuant to Education Code Section 47604.3, BOCS shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the Compton Unified School District and the State Superintendent of Public Instruction.

IDENTIFICATION OF THE GRADING POLICY

Progress reports based on state standards are sent to the parents of all students four times a year. Information on student progress is also be available on the *educate* site.

Grading is by individual teachers in accordance with criteria determined by the Charter School. The following is a brief summary of the marks and their meaning:

Subject Marks

A—Advanced

P—Proficient

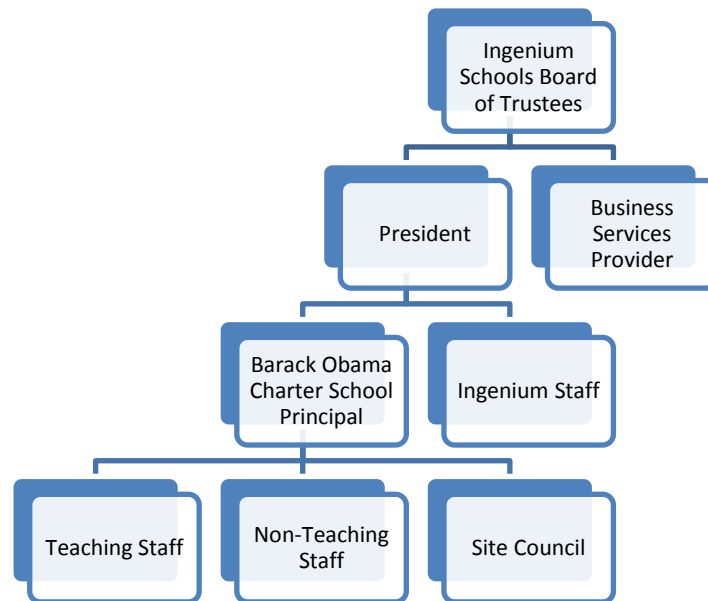
D—Developing

E—Emerging

ELEMENT 4: GOVERNANCE STRUCTURE

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

ORGANIZATIONAL STRUCTURE



While BOCS intends to collaborate and work cooperatively with CUSD, Barack Obama Charter School operates as a separate legal entity independent of CUSD. BOCS is operated by Ingenium Schools, a duly constituted California nonprofit benefit corporation, which is governed in accordance with applicable California Corporations Code Sections, and its adopted bylaws, which shall be maintained to be consistent with the terms of this charter.

As provided for in the California Corporation Code, Ingenium Schools is governed by its Board of Trustees, whose members have a legal fiduciary responsibility for the well-being of BOCS. Ultimate responsibility for the governance of BOCS rests with the Ingenium Schools Board of Trustees, which hires the President to implement its vision. The Board is the ultimate governing body and is responsible for major strategic and policy decisions related to the Charter School. It also monitors the Charter School's financial stability. Its responsibilities are detailed in the governance section below.

Pursuant to Education Code §47604(c), CUSD shall not be liable for the debts and obligations of BOCS or for claims arising from the performance of acts, errors, or omissions by the Charter School as long as the District has complied with all oversight responsibilities required by law. The Bylaws and Articles of Incorporation for Ingenium Schools are viewable at the Barack Obama Charter School website and included in Appendix N.

NON-PROFIT BOARD OF TRUSTEES

The Ingenium Schools Board currently has five trustees. The current trustees and brief bios are provided below:

- **Joan Sabree Faqir - Secretary** 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 President during its inaugural year.
- **Martha Notaras - President** is CEO of Optimal Capital Deployment, which provides strategic, corporate development and acquisition support to consulting clients. Her market expertise includes education technology, insurance, financial services, and commercial real estate. On behalf of a strategic investor, she invested over \$600 million in twenty business information services companies. Martha also has extensive experience as a board director and chairman. Martha received her B.A. cum laude from Princeton University and her MBA from Harvard Business School, where she was designated a Baker Scholar for graduating in the top 5% of the class.
- **Nirosha Ruwan - Member at Large** is an experienced corporate and intellectual property lawyer whose clients range from start-up technology companies to large public companies. She is a principal of the Ruwan Law Group. She previously practiced law at Latham & Watkins in Los Angeles and Cleary Gottlieb Steen & Hamilton in New York. She is the founder and president of Rockhold Education, which provides tutoring and college admissions counseling services for middle school and high school students. Nirosha received her B.A. magna cum laude from Harvard College and her JD cum laude from Harvard Law School.
- **Dr. Michael Noble - Vice President** has experience ranging from taking a startup public to Fortune 500 with various management roles in education, healthcare, real estate development, and environmental health and safety in companies such as Liberty Mutual and McGraw-Hill. He has a proven record of cost containment while increasing customer satisfaction and company profitability. He has implemented process improvement and change management as well as developed policies to promote business development and customer satisfaction. Michael holds an Ed.D in Organizational Development from the University of La Verne and an MBA in Health Service Management from Golden Gate University.
- **Alan Campbell - Member at Large** has 35 years of experience in computer operations and information technology. Twenty five of these years were at the

City of Los Angeles Information Technology Agency, where he retired in 2007 as an Information Systems Operations Manager. Mr. Campbell is a community volunteer with the Los Angeles County Library system and Parent's Fight Autism Together (P-FAT).

All future appointments to the board will follow the appointment process outlined in the Bylaws. As allowed by the Charter Schools Act, CUSD may appoint a representative to the Ingenium Schools Board of Trustees. 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.

The Board of Trustees is responsible for the operation and fiscal affairs of the Charter School including but not limited to:

1. Overseeing the academic and social performance and effectiveness of BOCS and taking necessary action to ensure that the Charter School remains true to its mission and charter;
2. Approval of the annual school budget, calendar, and salary schedules;
3. Approval of a Memorandum of Understanding (MOU) or other contracts with CUSD;
4. Approval of all changes to the Charter School's charter to be submitted as necessary in accordance with the applicable law;
5. Filling the President position and evaluating its performance (see Appendix M for the RSM's Superintendent evaluation form, which the Board will use as part of its President evaluation);
 - Approval of bylaws, resolutions, and critical school operation policies and procedures;
 - Monitoring the financial well-being of the Charter School and engaging an independent fiscal audit;
 - Maintenance of full and accurate records of Board meetings, committees, and policies;
 - Developing itself through new trustee orientation, ongoing education, and leadership succession planning.

BOCS will update CUSD of changes to BOCS Board of Trustees.

BOCS Board of Trustees may initiate and carry out any program or activity that is not in conflict with or inconsistent with any law and which is not in conflict with the purposes for which charter schools are established.

BOARD MEETINGS

The Board of Trustees meets periodically to review and act on its responsibilities. All meetings are held in accordance with the Brown Act.

BOCS has adopted a conflicts code that complies with the Political Reform Act, Government Code Section 87100 and applicable conflict restrictions required by the Corporations Code.

The Board of Trustees meetings are headed by a Board Chair, who is elected by the Board at the concluding meeting of the school year.

As long as quorum exists as defined by the corporate bylaws, measures voted on by the Board of Trustees may be passed with a simple majority of present members.

BOARD TRAINING

The Board of Trustees participates annually in training regarding board governance, Brown Act, and conflicts of interest rules.

BOARD DELEGATION OF DUTIES

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of BOCS or a third party any of those duties except for the adoption of Board policies, adoption of the budget, budget revision, adoption of the annual fiscal audit, or as otherwise prohibited by law. The Board retains ultimate responsibility over the performance of delegated powers and duties. Such delegation will:

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

PRESIDENT

The Board of Trustees has engaged a President to be responsible for administering the Charter School in all of its aspects of its day to day operations, working with the Board of Trustees, CUSD, students, parents, and community members and the other governing bodies specified by local and state law. The President's duties include, but are not limited to, the following:

- Lead Ingenium Schools-level ILS development and the organization's program for winning quality awards.
- Develop school support systems and processes including the Student Information System and assessment systems shared across multiple charter schools.

- Oversee fundraising, facilities development, and financial management of the corporation, including the development and implementation of the annual budget.
- Provide information, advice, and counsel to the Chairman of the Board, Board Committees, and the Board of Trustees in the creation of policies, programs, and strategic direction of the corporation. Support Board of Trustees activities, including staffing for all Board and Committee meetings, meeting schedules, locations, development of agendas, and meeting materials.
- With the assistance of the Principal, oversee administration of overall operation of the Charter 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.
- Hires the principal and subsequent support and supervision of the principal.
- Liaison with other organizations such as CUSD, LACOE, and CDE.

The above duties may be delegated or contracted to another administrator of BOCS or other employee, a parent volunteer (in accordance with student and teacher confidentiality rights) or to a third party provider as allowed by applicable law.

CHARTER SCHOOL PRINCIPAL

The President engages a Principal to lead BOCS's day-to-day operations. The Principal is responsible for planning improvements that directly address instruction and customer satisfaction. The Principal's responsibilities are listed below.

The Principal as the campus-level ILS leader:

- Develops a plan for achieving the Charter School's vision within the context of the ILS.
- Trains staff in elements of the ILS.
- Maintains a school goal folder that sets, with the assistance of teachers, school-wide learning goals and action plans and tracks school-wide learning progress. Modifies school-wide action plans to reflect learning progress.
- Leads the Charter School's WASC application process.
- Continually monitors progress on all measures of school and staff performance.

- Completes and publicly presents an annual school progress report to the Ingenium Schools Board of Trustees, Compton Unified School District, and the school community.

The Principal as academic leader:

- Administers the academic policies determined by the Board of Trustees and President and the applicable local, state, and federal regulations.
- Provides leadership, direction, and support in the formulation, implementation, and annual adjustment of the Charter School's instructional program plans.
- Sets standards for student achievement.
- Ensures the implementation of a high standards, research-based curricula, and ILS systems and tools in all classrooms of the Charter School. Ensures all students and teachers are using goal folders.
- Provides instructional leadership in advancing proven teaching and learning practices.
- Selects 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.
- Supervises and evaluates instructional staff to ensure quality instruction and student achievement.
- Observes and ensures that teachers examine instruction regularly.
- Recommends, supports, and monitors the instructional staff professional development program to improve student achievement and continuously improve instruction.
- Monitors (and ensures that teachers monitor) student growth and achievement.
- Leads a school-wide process of staff analysis of student assessment data to plan improvements in the educational program.
- Supports the development of a network of student support systems.
- Ensures 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.

- Oversees compliance in testing, admissions, special education, and other instructional areas.
- Deals with discipline issues, including entering discipline information into PowerSchool and *educate*.

The principal as the site-based manager:

- Develops (with the President) and manages the Charter School budget.
- Supervises all operations involving the management of the Charter School, including school funds, district funds, payroll, purchases, inventories, and office operations.
- Maintains complete and accurate records of the entire school program.
- Manages the student recruitment and enrollment process.
- Recruits, selects, hires, and dismisses school staff, including school-based support staff and (in collaboration with the academic director) instructional staff.
- Issues reports to the Board of Trustees and to any affiliated private entity on the progress of all students in the Charter School and on matters of school operations as requested.
- Administers the Charter School policies determined by the Board of Trustees and President as well as the applicable local, state, and federal regulations.
- Ensures compliance with federal, state and local regulations and policies.
- Establishes and maintains, in conjunction with the President, a close working relationship with the Compton Unified School District.

The principal as the builder of the school culture:

- Builds an effort-based school culture of high expectations for all students throughout the school community.

- Communicates the vision that supports the Charter School's goals and articulate and model the Charter School's values.
- Engages the active support of parents and community members in support of the education of all the students in the Charter School.
- Provides leadership to the Charter School leadership team.
- Seeks feedback on the progress of the Charter School.
- Serves as a spokesperson for the Charter School in the community and elsewhere.
- Creates an effective team of people jointly responsible for attainment of school goals and committed to achieving excellence.
- Engages parents and community in planning and implementing programs, including community use of the school site.
- Manages and facilitates group planning and program-solving sessions.
- Builds on the strengths of staff and recognize improvement.
- Supports and monitors the development of non-instructional staff and implementation of non-instructional program improvements.
- Ensures a safe and orderly environment.
- Directs the enforcement of school policies and rules of student conduct including decisions regarding suspension or expulsion of students from the Charter School.

PARENT INVOLVEMENT

Parents are encouraged to contribute a minimum of ten hours volunteering at Barack Obama Charter School. The Charter School maintains a comprehensive list of volunteer opportunities including but not limited to the following: volunteering in the classroom/school (including at-home assistance); tutoring, attending parent-teacher conferences; attendance at meetings of the Board of Trustees, District Board, or any applicable parent group functions; participation in the planning of, or attendance at, fundraising or academic/arts events; or, other activities upon approval by the Principal. No child is excluded from BOCS or school activities for a parent's failure to fulfill the encouraged ten volunteer hours.

Parents are included in BOCS's "Shared Vision" process. This process involves asking all stakeholders, including parents, the following questions:

- What makes a school exemplary?
- What are the characteristics of an effective teacher?
- What will students need to know in the 21st century?
- If needed, how do we change our current system to meet the needs of all students?

Replies to these questions lead to the 1st step in creating a shared vision. This step frames the fundamental goals of the Charter School. The 2nd step focuses on continuous improvement, the 3rd step organizes input into a plan, the 4th step refines and evaluates the vision using a process (Baldrige), and the 5th step deals with sustaining the shared vision by building leadership capacity. Chapter One of the Guide to Reinventing Schools explains this process in detail.

Parent surveys are randomly sent for completion to a statistically significant number of parents each month to track parent satisfaction with BOCS and record suggestions for improvement. Results of the survey are tracked and action plans developed to continually improve the level of parent satisfaction.

BOCS's parent organization activities may include (but are not limited to):

- Meeting regularly and serving as a liaison to other school stakeholder groups such as the Ingenium Schools Board and BOCS teachers.
- Coordinating, with BOCS's administration, Back-to-School nights and Student-Led Conferences.
- Creating and distributing a Parent Organization Newsletter.
- Creating and maintaining (with BOCS administration's support) a Parent Organization Website.
- Preparing and publishing a student directory.
- Sponsoring or supporting community-building activities throughout the school year (orientations, school photos, socials, special fundraising events, community service activities).
- Supporting classrooms directly (volunteer coordination, teacher wish lists, chaperoning).
- Coordinating school-wide fundraising (book fairs, eScrip, and other fundraising partnerships with local businesses).

ELEMENT 5: EMPLOYEE QUALIFICATIONS

Governing Law: The qualifications to be met by individuals to be employed by the school. Education Code Section 47605(b)(5)(E).

QUALIFICATIONS OF SCHOOL EMPLOYEES

Barack Obama Charter School recruits professional, effective, and qualified personnel for all administrative, instructional, instructional support, and non-instructional support capacities that are committed to the instructional philosophy outlined in the Mission and Vision statement. All personnel possess the knowledge, skills, and motivation to ardently pursue the realization of the mission and goals of the Charter School.

BELIEFS AND ATTITUDES (ALL PERSONNEL)

All personnel:

- Commit to use RSM/ILS systems and tools and adhere to the Baldrige program of the Charter School.
- Create and maintain Professional goal folders in order to continually improve their performance and to model effective use of the RSM to students.
- Possess an unshakable belief that children from under-resourced communities can reach the highest academic levels.
- Demonstrate the persistence and resourcefulness to overcoming obstacles and solve problems.
- Accept personal responsibility for the educational results of the Charter School.
- Display a willingness to embrace change.
- Maintain high personal ethical standards.
- Demonstrate a belief in lifelong learning.

PRESIDENT

Reports to: Board of Trustees.

Qualifications

- Demonstrated success in previous school administrative positions.

- Knowledge of charter laws, finance, and politics.
- California credentialed teacher.
- Possess a M.Ed. and/or an MBA.

Objectives

Earn progressively higher quality awards each year, e.g. California Award for Performance Excellence; California Challenge Award; California Prospector™ Award; Eureka Award for Performance Excellence™. Earn the Malcolm Baldrige National Quality Award by the sixth year of operations.

See “Charter School President” in Element VI: Governance above for a listing of President responsibilities.

PRINCIPAL

Qualifications

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 all students, staff, and parents to realize the Charter School’s mission.
- Knowledge of effective practices motivating all students to adhere to high standards of conduct.
- Knowledge of urban children and their families, especially those from the dominant cultural groups represented in the Charter School’s student population.
- Capacity to facilitate groups to plan and make decisions.
- Capacity to build relationships that foster the development of staff.
- Capacity to analyze data on student learning and to identify areas of need and ensure improvement in instruction.

- Capacity to observe, evaluate and select effective teachers and identify effective teaching strategies.
- 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.

Objectives

- Achieve the measurable student outcomes listed in Element III: Measureable Student Outcomes and Other Uses of Data.
- Successfully implement the educational program.

The Principal's responsibilities are listed above in Element VI: Governance under "Charter School Principal."

CORE TEACHER

Reports to: Principal

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 highly qualified for the position held.

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

Responsibilities

- Design, implement, and monitor the learning experiences of each student and the class.
- Work collaboratively with staff, students, parents, and community partners and communicate regularly with parents.
- Establish challenging goals or targets for improvement of individual and overall student academic performance. These goals are a combination of absolute measures and measures of progress.
- Maintain class goal folders to set class learning goals and action plans and track class learning progress.

- Review class performance with all students and modify class learning plans based on class performance and student input.
- Analyze data from assessments of student work with their teams to determine which teaching strategies need to be expanded and which need to be replaced by more effective ones.
- 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 all students to achieve at high levels.
- Knowledge of effective practices motivating all 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 Charter School's student population.
- 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 from four-year college or university or one to two years of related experience and/or training; or equivalent combination of education and experience.

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

- Prepare and communicate reports.
- Track the NCLB qualifications of teachers using an NCLB qualification form and maintain personnel records.

- Read and route incoming mail. Locate and attach appropriate file to correspondence to be answered by employer.
- Compose and type routine correspondence.
- Organize and maintain file system, and file correspondence and other records.
- Answer/screen manager's telephone calls, and arrange conference calls.
- Coordinate manager's schedule and make appointments.
- Greet scheduled visitors and conduct to appropriate area or person.
- Arrange and coordinate travel schedules and reservations.
- Conduct research, and compile and type statistical reports.
- Coordinate and arrange meetings, prepare agendas, reserve and prepare facilities, and record and transcribe minutes of meetings.
- Make copies of correspondence or other printed materials.
- Prepare outgoing mail and correspondence, including e-mail and faxes.
- Order and maintain supplies, and arrange for equipment maintenance.

Ability to:

- Read, analyze and interpret general business periodicals, professional journals, technical procedures, or governmental regulations.
- Write reports, business correspondence, and procedure manuals.
- 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.
- Independently solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists.

- Interpret a variety of instructions furnished in written, oral, diagram, or schedule form.
- Employ and interpret word processing, spreadsheets, Internet software, and E-mail.

OTHER NON-CERTIFICATED EMPLOYEES

BOCS non-certificated personnel shall be willing to work in a unique educational environment with a diverse group of teachers, parents and students.

As applicable, BOCS will comply with the highly qualified requirements under the No Child Left Behind Act for paraprofessionals.

Employee expectations are further delineated in Appendix D, Personnel Handbook, and Appendix M, Employment Agreement.

HIRING PROCESS

The Board selects the President who selects the Principal, who in turn engages all other staff. Deadlines for submitting applications are established and publicly advertised. In accordance with Education Code 47605(d)1, Barack Obama Charter School is nonsectarian in its employment practices and all other operations. Barack Obama Charter School does not discriminate against any individual (employee or pupil) on the basis of race, ethnicity, national origin, gender, sexual orientation or disability.

REVIEW OF CREDENTIALS

For any job requiring a credential or other license or other documentation, Ingenium Schools' Business Manager examines the credentials of applying candidates to determine whether the credentials are appropriate for the applied for position. The Business Manager monitors credentialing requirements on an ongoing basis and alerts an employee when the employee is in danger of not meeting certification requirements.

IDENTIFICATION OF THE ROLES AND FUNCTIONS OF STAFF MEMBERS

Roles and functions of staff are detailed in the job descriptions above. Staff expectations are further delineated in Appendix H, Personnel Handbook, and Appendix N, Employment Agreement.

EVALUATION OF EMPLOYEES

The Board of Trustees evaluates the President, who in turn evaluates the Principal.

The Principal is evaluated by the President. The Principal maintains a School Assessment Binder that forms the basis for Principal evaluations.

All school staff other than the Principal report to and are evaluated by the Principal, who sets goals with them and evaluates them on their performance and the extent to which they met their goals.

CRITERIA AND PROCEDURES USED IN EVALUATIONS

Teachers

All teachers will prepare classroom goal folders and classroom success plans for each class as well as professional goal folders. The Principal reviews classroom and professional goal folders at least quarterly. Teacher evaluations include scores on the maintenance of these documents and classroom results, including value-added student achievement.

In addition, the Principal observes teachers at least three times a year and evaluates 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

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 President is evaluated by the Board of Trustees.

MEASURES OF PERFORMANCE

Ingenium Schools Board of Trustees annually sets performance goals with the President and reviews his performance at the end of the school year. The President and Principal, in turn, set performance goals and evaluate other staff members.

Measures of the President include but are not limited to the following:

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

The measures of the Principal include but not limited to the following:

- CAPE and Baldrige Award scores.
- Student retention.
- Parent satisfaction.
- Student performance.
- Student enthusiasm for learning.
- API and AYP results.
- Teacher renewals.

TEACHER RECRUITMENT

BOCS begins its faculty recruitment effort in February each year. It advertises its openings at local university training programs that specialize in producing NCLB-qualified teachers, including UCLA, USC, California State Universities at Dominguez Hills, Los Angeles, and Northridge; Pepperdine, and Loyola Marymount. It also advertises on EdJoin, CCSA's placement service, and similar sites.

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

In order to ensure that candidates are NCLB-qualified, BOCS's teacher employment package include an "NCLB Teacher Requirements: Certificate of Compliance" form that applicants must complete. In addition, the Business Manager completes an "NCLB Teacher Requirements Form" and verifies 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 SDAIE training and/or CLAD (or state recognized equivalency) credentials in order to effectively work with the high proportion of targeted students learning English.

Applicants are scored on a variety of measures including demonstrated student achievement with BOCS's target student population. Qualifying candidates scoring above a set score are invited for interviews with the Hiring Committee, where further scoring is completed. Candidates must express unconditional support and commitment to BOCS's mission and RSM program in the interviews. Top scorers are asked to teach demonstration classes for observation by Hiring Committee members; these observations are be scored. Top scoring candidates are sent invitations to join the BOCS faculty at the end of the process and, if they accept the invitation, are sent an employment agreement to complete.

ELEMENT 6: HEALTH AND SAFETY PROCEDURES

Governing Law: The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in Section 44237, Education Code Section 47605(b)(5)(F).

In order to provide safety for all students and staff, BOCS has adopted and implemented full health and safety procedures and risk management policies at its school site in consultation with BOCS insurance carriers and risk management experts. Following is a summary of the health and safety policies of BOCS.

PROCEDURE FOR BACKGROUND CHECKS

Employees and contractors of the Charter School will be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 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. 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.

The President monitors compliance with this policy and reports to the Ingenium Schools Board of Trustees on a quarterly basis. The Board Chair monitors the fingerprinting and background clearance of the President.

ROLE OF STAFF AS MANDATED CHILD ABUSE REPORTERS

All employees are mandated child abuse reporters and follow all applicable reporting laws, the same policies and procedures used by CUSD.

TB TESTING

BOCS follows the requirement of Education Code Section 49406 in requiring tuberculosis testing of all employees.

IMMUNIZATIONS

BOCS adheres to all law related to legally required immunizations for all entering students pursuant to Health and Safety Code Section 120325-120375, and Title 17, California Code of Regulations Section 6000-6075.

MEDICATION IN SCHOOL

BOCS adheres to Education Code Section 49423 regarding administration of medication in school.

VISION/HEARING/SCOLIOSIS

BOCS adheres to Education Code §49450 et seq. as applicable to the grade levels served by BOCS.

EMERGENCY PREPAREDNESS

BOCS adheres to a Safety Plan drafted specifically to the needs of the school site. This Plan includes but is not be limited to the following responses: OSHA policy compliance, fire, flood, earthquake, terrorist threats, and hostage situations and shall be submitted for District receipt and review at least 30 days prior to BOCS's opening. This Plan shall include an evacuation plan, and general school safety, injury and illness prevention. The current Plan is contained in Appendix G: Safety Plan.

BLOODBORNE PATHOGENS

BOCS meets state and federal standards for dealing with blood-borne pathogens and other potentially infectious materials in the workplace. It has a written "Exposure Control Plan" designed to protect employees from possible infection due to contact with blood-borne viruses, including human immunodeficiency virus (HIV) and hepatitis B virus (HBV).

Whenever exposed to blood or other body fluids through injury or accident, all students and staff should follow the latest medical protocol for disinfecting procedures.

DRUG FREE/SMOKE FREE ENVIRONMENT

BOCS maintains a drug and alcohol and smoke free environment.

HOW THE SCHOOL WILL ENSURE THAT ITS FACILITIES ARE SAFE

The Charter School shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the California Building Standards Code. The Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills as required under Education Code Section 32001.

The preferred site for the Charter School is the existing BOCS site, Lincoln Elementary School, 1726 East 117th Street, Los Angeles, CA 90059.

Barack Obama Charter School has property insurance coverage for the site. An appropriate health and safety plan is in place (see Appendix G). Barack Obama Charter School will maintain an active safety plan on file for review and the Charter School staff will be trained annually on the safety procedures outlined in the plan.

Barack Obama Charter School hires its own contractors and provides the appropriate resources necessary in order to perform maintenance and operations functions required at its facility.

ELEMENT 7: RACIAL AND ETHNIC BALANCE

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

Below is BOCS's written plan to achieve and maintain the Compton Unified School District ethnic balance goal.

- Fliers (in English and Spanish) are distributed in Compton Unified School District's attendance area indicating enrolling opportunities at BOCS 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:
 - Local senior high and middle schools. BOCS will seek permission from the schools to distribute its fliers.
 - Local markets. BOCS staff will visit local markets to distribute fliers.
- BOCS will distribute enrollment information to current families to distribute in their neighborhood.
- BOCS's Principal will ask to give presentations to and leave fliers at local churches and community centers.
- BOCS will seek articles in the following local publications: Compton Bulleting and the Pennysaver.
- At least two informational meetings will be held during the winter and spring where we will share information about Barack Obama Charter School and our alternative setting for families and their children.
- BOCS staff and volunteer recruiters will canvass homes within a two mile radius of the Charter School.
- Each family showing interest will be sent an application packet. Parents are responsible for completing an application, a draft of which can be found in Appendix H.

BOCS shall maintain an accurate accounting of the ethnic and racial balance of students enrolled in BOCS along with documentation of the efforts BOCS has made to achieve racial and ethnic balance in accordance with the charter petition and standards of charter school legislation.

ELEMENT 8: ADMISSIONS REQUIREMENTS

Governing Law: Admission requirements, if applicable. Education Code Section 47605(b)(5)(H).

The Charter School will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate against any student based upon any of the characteristics listed in Education Code Section 220.

The Charter School shall admit all pupils who wish to attend the Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state.

Students and their parent(s)/guardian(s) must complete an application available from BOCS's school office and submit it directly to Barack Obama Charter School. The subsequent enrollment packet contains, at a minimum, the Home Language Survey and asks for required proof of immunizations and minimum age. Parents and all students are required to sign an agreement that they will abide by BOCS policies on academics, attendance, and conduct.

Applications are accepted during a publicly advertised open application period each spring for enrollment in the following school year. Following the open application period each year applications are counted to determine whether any grade level has received more applications than availability. In the event that this happens, the Charter School will hold a public random drawing to determine admission for the impacted grade level, with the exception of existing students, who are guaranteed admission in the following school year. Admission preferences in the case of a public random drawing shall be given to the following students in the following order:

1. Existing pupils of BOCS.
2. Students who reside within CUSD boundaries and are siblings of existing pupils of BOCS.
3. Students who reside within CUSD boundaries and are relatives of Ingenium Schools employees.
4. Students who reside within CUSD boundaries
5. Siblings of existing pupils of BOCS who reside outside CUSD boundaries.
6. Relatives of Ingenium Schools employees who reside outside CUSD boundaries.
7. All other applicants

The Charter School designates and publicizes an application deadline and only applications received prior to the deadline are included in the public random drawing. Public notice is posted at the school site regarding a date, time, and location of the public drawing once the deadline date has passed. Enrollment applications also include the date, time, and location of the drawing, as does BOCS's Web site.

Once enrollment is reached at the public random drawing, the remaining names continue to be drawn and are placed on a waiting list in the order drawn. If a child gains admission, he or she is automatically be considered an “existing pupil” and, accordingly, any siblings who are also applying is automatically given the next enrollment slot, if available for their grade, or moves to the top of the waiting list for their grade (behind any other already drawn siblings on the waiting list). If vacancies occur during the school year, the vacancies are filled according to the waiting list.

School staff call parents or guardians of students on the wait list when positions become available and give the parents or guardians 24 hours to respond before moving to the next student on the wait list.

The Charter School maintains on file verification of the fairness of the lottery process, the ordered list of lottery winners, and the ordered wait list. It also maintains 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.

BOCS’s office remains open from 7:30a.m. to 4:00p.m. every week day during the application period for collecting registration forms and personally answering questions about the Charter School.

Before school begins each year, all students must have an emergency medical information form on file.

ELEMENT 9: ANNUAL INDEPENDENT FINANCIAL AUDIT

Governing Law: The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. Education Code Section 47605(b)(5)(I).

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

The Ingenium Schools Board oversees selection of an independent auditor. The auditor will have, at a minimum, and CPA and educational institution audit experience and will be approved by the State Controller on its published list as an education audit provider. 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.

The annual audit will be completed and forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year.. The Ingenium Schools Finance Committee will review any audit recommendations or deficiencies and report to the corporation's governing board and CUSD their plan for resolving deficiencies. The board will report to CUSD regarding how the exceptions and deficiencies have been or will be resolved. Exceptions/deficiencies will be resolved to the satisfaction of CUSD. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

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

Barack Obama Charter School shall promptly respond to all reasonable inquiries and requests for documents from CUSD and shall consult with CUSD regarding any inquiries. Furthermore, Barack Obama Charter School will provide any financial information requested by CUSD and make its books available to CUSD during any business day upon request or within 24 hours. In addition all legally required financial reports will be submitted to CUSD in the format required by CUSD within timeframes specified by the law or CUSD each year.

ELEMENT 10: SUSPENSION AND EXPULSION POLICY AND PROCEDURE

Governing Law: The procedures by which pupils can be suspended or expelled. Education Code Section 47605(b)(5)(f).

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at Ingenium Schools campuses. When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as each campus' policy and procedures for student suspension and expulsion. It may be amended from time to time without the need to amend a campus' charter so long as the amendments comport with legal requirements.

Campus staff shall enforce disciplinary rules and procedures fairly and consistently among all students. Criteria for suspension and expulsion of students shall be consistent with all applicable federal statutes and state constitutional provisions. All related hearings will conform to the applicable state and federal laws regarding discipline, special education, confidentiality, and access to records. 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.

The campus 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 Procedure document is available on request at the principal's office.

Suspended students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension. The teacher of any class from which a pupil is suspended may require the suspended pupil to complete any assignments and tests missed during the suspension.

A student identified as an individual with disabilities or for whom the campus 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. The campus will follow all applicable federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom the campus 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 anytime 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 when a principal determines that the pupil failed to comply with the school's policies or expectations regarding mutual respect, sexual harassment, substance abuse, violence, safety or work habits. Offenses that could lead to suspension include but are not limited to:

- a) Any of the acts listed in Education Code section 48900.
- b) Any other act or conduct that a principal determines is inconsistent with the school's policies or behavioral expectations.

2. Discretionary Expellable Offenses: Students may be expelled when a principal determines that the pupil failed to comply with the school's policies or expectations regarding mutual respect, sexual harassment, substance abuse, violence, safety, or work habits. Offenses that could lead to expulsion include but are not limited to:

- a) Any of the acts listed in Education Code section 48915(a).
- b) Any multiple or relatively serious instances of the acts listed in Education Code section 48900.
- c) Any other act or conduct that a principal determines is inconsistent with the school's policies or behavioral expectations and should lead to expulsion.

3. Non -Discretionary Expellable Offenses: Students shall be suspended and recommended for expulsion for any of the following acts when a principal determines pursuant to the procedures below that the pupil possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object.

C. SUSPENSION PROCEDURE

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension may be preceded, at a principal's discretion, by a Suspension Conference conducted by a principal or a principal's designee with the student and his or her parent. If a student is suspended without a Suspension 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 Suspension 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.

2. Notice to Parents/Guardians

At the time of the suspension, a principal 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.

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 a principal, the pupil and the pupil's guardian or representative will be invited to a Suspension Conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by a 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. EXPULSION PROCEDURES

The parent(s) or guardian of a student shall have ten days from issuance of a written notice of a principal's recommendation for expulsion to file a written request for an appeal hearing to be presided over by the principal of a different Ingenium Schools campus (the "Hearing Officer"). If no appeal is requested, the expulsion becomes final as of the 11th day following a principal's recommendation for expulsion.

The Hearing Officer shall hold an appeal hearing within 15 days of receipt of a timely request for an appeal of a principal's recommendation for expulsion. During the hearing, the student shall have the right to representation, the right to present evidence, and the right to question Ingenium Schools representatives.

Written notice of the hearing shall be provided to the student and the student's parent/guardian at least ten 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, time and place of the expulsion appeal hearing;
- (2) A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
- (3) A copy of the school's rules or policy which relate to the alleged violation;
- (4) Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;
- (5) The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
- (6) The right to inspect and obtain copies of all documents to be used at the hearing;

- 7) The opportunity to confront and question all witnesses who testify at the hearing;
- 8) The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

The student and/or his or her parent(s) or representative must present all written and oral evidence and argument to be considered for the appeal at the hearing. The school secretary or Hearing Officer's designee shall attend and prepare minutes of the proceeding, which shall become part of the record of the proceeding along with all written evidence or other material submitted to the Hearing Officer. After considering the evidence, including testimony presented at the hearing, the Hearing Officer shall either (1) support a principal's recommendation for expulsion, (2) reject that recommendation, or (3) modify that recommendation.

E. SPECIAL PROCEDURES FOR EXPULSION HEARINGS INVOLVING SEXUAL ASSAULT OR BATTERY OFFENSES

The Hearing Officer may determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Hearing Officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

F. RECORD OF HEARING

A record of the hearing shall be made by minutes taken by the school secretary or Hearing Officer's designee.

G. PRESENTATION OF EVIDENCE

While technical rules of evidence do not apply to expulsion appeal hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by a principal to expel must be supported by substantial evidence that the student committed an expellable offense. The Hearing Officer's findings and determination 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 Hearing Officer determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

The final decision by the Hearing Officer shall be made within ten school days following the conclusion of the appeal hearing. The decision of the Hearing Officer is final. If the Hearing Officer decides against expulsion, the pupil shall immediately be returned to his/her educational program.

H. WRITTEN NOTICE TO EXPEL

A principal or designee following a decision of the Hearing Officer to expel shall send written notice of the determination to expel, including the Hearing Officer's 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 or school in which the student seeks to enroll of the student's status with the school.

A principal or designee shall send a copy of the written notice of the determination to expel to the authorizer and the Ingenium Schools Board of Trustees.

I. DISCIPLINARY RECORDS

The campus shall maintain records of all student suspensions and expulsions at the campus. Such records shall be made available to the authorizer upon request.

J. NO RIGHT TO APPEAL HEARING OFFICER DETERMINATION

The Hearing Officer's determination after the expulsion appeal hearing is final and unappealable.

K. 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. The campus 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.

L. REHABILITATION PLANS

Students who are expelled from the campus may be given a rehabilitation plan upon expulsion as developed by a principal at the time of the expulsion order that 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 the campus for readmission.

M. 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 Ingenium Schools Board of Trustees following a meeting with a 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. A principal or designee shall make a recommendation to the Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the campus's capacity at the time the student seeks readmission.

N. SPECIAL PROCEDURES FOR THE CONSIDERATION OF SUSPENSION AND EXPULSION OF STUDENTS WITH DISABILITIES

1. Notification of SELPA

The campus 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 the campus or SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten 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 violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the campus, 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 the campus, 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 the campus, 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 the campus 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 the campus agree to a change of placement as part of the modification of the behavioral intervention plan.

If the campus, 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 the campus may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the campus' belief 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 the campus, 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 the campus agree otherwise.

5. Special Circumstances

Campus 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. A 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 the campus's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the campus had knowledge that the student was disabled before the behavior occurred. The campus 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 campus 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 campus personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child directly to the director of special education or to other campus supervisory personnel.

If the campus 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 the campus had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The campus shall conduct an expedited evaluation if requested by the parents. However, the student shall remain in the education placement determined by the campus pending the results of the evaluation.

The campus 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.

ELEMENT 11: RETIREMENT BENEFITS

Governing Law: The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. Education Code Section 47605(b)(5)(K).

Barack Obama Charter School certificated employees participate in the State Teachers' Retirement System. Non-certificated employees are covered by Social Security. The President, who is responsible for ensuring that appropriate arrangements for retirement coverage are made, and the business services provider work with the Los Angeles County Office of Education to forward in a timely fashion any required payroll deductions and related work. Barack Obama Charter School uses either LACOE's reporting system or a system compatible with LACOE.

ELEMENT 12: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

Governing Law: The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. Education Code Section 47605(b)(5)(L).

No student may be required to attend Barack Obama Charter School. Students who reside within CUSD who choose not to attend Barack Obama Charter School may attend school within CUSD according to District policy or at another school district or school within the District through the District's intra and inter-district policies.

The parent or guardian of each student enrolled in the charter school will be informed that the student has no right to admission in any school within a local education agency as a consequence of enrollment in the charter school, except to the extent that such a right is extended by the local education agency.

ELEMENT 13: RIGHTS OF SCHOOL DISTRICT EMPLOYEES

Governing Law: A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school. Education Code Section 47605(b)(5)(M).

No public school district employee shall be required to work at the Charter School. Employees of the District who choose to leave the employment of the District to work at the Charter School will have no automatic rights of return to the District after employment by the Charter School unless specifically granted by the District through a leave of absence or other agreement. Charter School employees shall have any right upon leaving the District to work in the Charter School that the District may specify, any rights of return to employment in a school district after employment in the Charter School that the District may specify, and any other rights upon leaving employment to work in the Charter School that the District determines to be reasonable and not in conflict with any law.

Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to the Charter School. Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

ELEMENT 14: DISPUTE RESOLUTION

Governing Law: The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter. Education Code Section 47605(b)(5)(N).

DISPUTES BETWEEN BOCS AND CUSD

The Charter School recognizes that it cannot bind the District to a dispute resolution procedure to which the District does not agree. The policy below is intended as a starting point for a discussion of dispute resolution procedures. The Charter School is willing to consider changes to the process outlined below as suggested by the District.

The Charter School and the District will be encouraged to attempt to resolve any disputes with the District amicably and reasonably without resorting to formal procedures.

In the event of a dispute between the Charter School and the District, Charter School staff, employees, and Board members of the Charter School and the District agree to first frame the issue in written format (“dispute statement”) and to refer the issue to the District Superintendent and the President of Ingenium Schools and/or Principal of the Charter School. In the event that the District Board of Education believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, the Charter School requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the District to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a pre-requisite to the District’s ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.

The President and/or Principal and Superintendent shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than 5 business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the Superintendent and the President and/or Principal of the Charter School and attempt to resolve the dispute within 15 business days from receipt of the dispute statement.

If this joint meeting fails to resolve the dispute, the Superintendent and the President and/or Principal shall meet to jointly identify a neutral third party mediator to engage the Parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the Superintendent and the President and/or Principal. Mediation shall be held within sixty business days of receipt of the dispute statement. The costs of the mediator shall be split equally between the District and the Charter School. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the District and the Charter School.

Barack Obama Charter School recognizes that if the State Board of Education is its authorizer, 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 holds 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 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.

ELEMENT 15: PUBLIC SCHOOL EMPLOYER

Governing Law: A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for purposes of the Educational Employment Relations Act (Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code). Education Code Section 47605(b)(5)(O).

Ingenium Schools is deemed the exclusive public school employer of BOCS employees for the purposes of the Educational Employment Relations Act (“EERA”). Ingenium Schools shall comply with the EERA.

ELEMENT 16: CLOSURE PROTOCOL

Governing Law: A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. Education Code Section 47605(b)(5)(P).

The following procedures shall apply in the event BOCS closes. The following procedures apply regardless of the reason for closure.

The decision to close the Charter School shall be documented by official action of the Ingenium Schools Board, which is the governing board of Barack Obama Charter School. This action will identify the reason for the Charter School's closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

The Board will promptly notify parents and students of the Charter School, CUSD, the Los Angeles County Office of Education, the Charter School's SELPA, the retirement systems in which the Charter School's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure and of the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Board will ensure that the notification to the parents and students of the Charter School of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the Charter School.

The Board will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, BOCS will provide parents, students and CUSD with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. §1232g. BOCS will ask CUSD to store original records of Charter School students. All records of BOCS shall be transferred to CUSD upon Charter School closure. If the District will not or cannot store the records, the Charter School shall work with the County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, BOCS will prepare final financial records. BOCS will also have an independent audit completed within six months after closure. BOCS will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by BOCS and will be provided to CUSD promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, 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, and an assessment of the disposition of any restricted funds received by or due to the Charter School.

The Charter School will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of BOCS, all assets of BOCS, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending BOCS, will remain the sole property of Ingenium Schools and shall be distributed in accordance with the Articles of Incorporation upon the dissolution of the nonprofit public benefit corporation. Any assets acquired from the District or District property will be promptly returned upon Charter School closure to the District. The distribution shall include return of any grant funds and restricted categorical funds 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, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, Ingenium Schools shall remain solely responsible for all liabilities arising from the operation of BOCS.

As BOCS is operated by Ingenium Schools, a nonprofit public benefit corporation, the Ingenium Schools Board will follow the procedures set forth in the California Corporations Code for the dissolution of a nonprofit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

As specified by the Budget in Appendix I, the Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

Miscellaneous Provisions

BUDGETS AND CASH FLOW

Governing Law: The petitioner or petitioners shall also be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cashflow and financial projections for the first three years of operation. Education Code Section 47605(g).

Attached as Appendix I, please find the following documents:

- A projected budget.
- Cash flow and financial projections for five years of operation.
- Budget assumptions.

BUDGET DEVELOPMENT

Budget development begins each year immediately following the January announcement of the governor's K-12 State Budget Proposals and is continually refined through the May Revision to the Final State Budget Act. Budgeted resources are always be consistent with charter school goals as identified by the governing council.

Key factors that enable Barack Obama 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 significant (\$1.3 million) line of credit.

Barack Obama Charter School will continue to follow this financial model in order to ensure that it is financially sound and can provide an exemplary education to the students it serves.

CASH AND REVENUE FLOW

Barack Obama Charter School will be a directly funded charter school. Funds still flowing through CUSD will be transferred via journal voucher entry in a timely manner. Warrants will be payable to Barack Obama Charter School.

FINANCIAL REPORTING

In addition, all legally required financial reports will be submitted to CUSD in the format required by CUSD within time lines specified and clearly communicated by

CUSD each year. The legally required financial statements include, but are not limited to, the following:

- By July 1, a preliminary budget for the current fiscal year.
- By December 15, an interim financial report for the current fiscal year reflecting changes through October 31.
- By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
- By September 15, a final unaudited report for the full prior year. The report submitted to CUSD shall include an annual statement of all BOCS'S receipts and expenditures for the preceding fiscal year."
- Other reports requested by CUSD.

FISCAL MANAGEMENT

The Ingenium Schools Board has adopted comprehensive board-level fiscal policies, engaged a professional business services firm, and implemented a comprehensive internal control program.

The Ingenium Schools Board has adopted the following fiscal policies from model policies and forms available from CSDC and business services providers: 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.

INSURANCE

The Charter School has acquired and financed general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. Coverage amounts are based on recommendations provided by the District and the Charter School's insurer. The District Board of Education shall be named as an additional insured on all policies of the Charter School. Evidence of the above insurance is maintained on file at the Charter School.

EVIDENCE OF INSURANCE

BOCS shall furnish to CUSD's Office of Risk Management and Insurance Services 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 CUSD."

Should BOCS 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 CUSD and its purchase shall be the responsibility of BOCS.

ADMINISTRATIVE SERVICES

Governing Law: The manner in which administrative services of the school are to be provided. Education Code Section 47605(g).

Barack Obama Charter School has engaged the services of CSMC, a third party contractor, to provide the required school administrative services. These services include:

- Accounting. The accounting system will meet the requirements of CUSD and DOE.
- Purchasing and accounts payable.
- Accounts receivable.
- Payroll processing.
- Business and budget-related consulting.
- Compliance.
- Attendance and Student Information Systems.
- Board meeting support.

FACILITIES

Barack Obama Charter School will continue to use facilities at Lincoln Elementary School, 1726 East 117th Street, Los Angeles, CA 90059 under the provisions of Proposition 39.

BOCS's Health and Safety Plan appears in Appendix H. Barack Obama Charter School maintains active safety plans on file.

IMPACT ON THE CHARTER AUTHORIZER

*Governing Law: Potential civil liability effects, if any, upon the school and upon the District.
Education Code Section 47605(g).*

Barack Obama Charter School shall be operated by a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701d.

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by BOCS if the authority has complied with all oversight responsibilities required by law. Barack Obama Charter School shall work diligently to assist CUSD in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure CUSD shall not be liable for the operation of BOCS.

Further, Barack Obama Charter School and CUSD shall enter into a memorandum of understanding wherein BOCS shall indemnify CUSD for the actions of BOCS under this charter.

The corporate bylaws of Ingenium Schools shall provide for indemnification of Ingenium Schools' Board, officers, agents, and employees, and Ingenium Schools will purchase general liability insurance, Board Members and Officer's insurance, and fidelity bonding to secure against financial risks.

See the Insurance section above for the insurance amounts and types to be secured by Barack Obama Charter School, evidence of insurance, and hold harmless/indemnification provisions.

The Ingenium Schools Board will institute appropriate risk management practices as discussed herein including screening of employees, establishing codes of conduct for students, and dispute resolution.

CONCLUSION

By approving this charter, the Compton Unified School District will be fulfilling the intent of the Charter Schools Act of 1992 to improve pupil learning; increase learning opportunities for all pupils with special emphasis on expanded learning opportunities for all pupils who are identified as academically low achieving; create new professional opportunities for teachers; and provide parents and pupils with expanded choices in education and thus follow the directive of law to encourage the creation of Charter Schools. The Petitioners are committed to work independently yet cooperatively with CUSD to raise the bar for what a charter school can and should be. To this end, the Petitioners pledge to work cooperatively with CUSD to answer any concerns over this document.