



# INVICTUS

ACADEMY OF RICHMOND

## Charter Renewal Petition

*Submitted to the Contra Costa County Board of Education*

**December 4, 2025**

For the term July 1, 2026 to June 30, 2031



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# Letter of Intent, Certification of a Complete Petition



# Letter of Intent, Certification of a Complete Petition

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Contra Costa County Board of Education  
77 Santa Barbara Road, Pleasant Hill, CA 94523

## **RE: Formal Application for Charter Renewal for Invictus Academy of Richmond**

Dear Members of the Contra Costa County Board of Education:

As the Executive Director for Invictus Academy of Richmond (“Invictus” or the “Charter School”), I hereby submit the formal charter renewal petition (“Petition”) to the Contra Costa County Board of Education (the “County Board” or “CCCBOE”) for renewal of Invictus Academy of Richmond for a term of five years, from July 1, 2026, through June 30, 2031.

Invictus Academy of Richmond is honored by the opportunity to apply for the renewal of a charter school that will continue to serve families in Contra Costa County and the cities that fall within the West Contra Costa School District, such as Richmond, San Pablo, and El Cerrito. As our full name indicates, we are deeply committed to serving students from Richmond, as they continue to need schools that offer a safe, supportive, rigorous, and college-going culture. Invictus is eager to continue working with CCCBOE to provide the best possible educational opportunities for all students.

Invictus looks forward to working with the County Board and Contra Costa County Office of Education (“CCCOE”) superintendent and staff during the charter renewal process. To this end, Invictus pledges to work cooperatively with the CCCBOE and CCCOE (collectively referred to as the “Authorizer” or the “County”) to answer any questions regarding this charter petition and to present the County Board with the strongest possible renewal proposal for a five year term from July 1, 2026, through June 30, 2031.

### **Certification**

Further, by signing below, I certify as follows:

1. That I am the authorized representative of Invictus Academy of Richmond, and that I am competent and qualified to certify to the facts herein;
2. That, as the authorized representative, I have personal knowledge of the facts forming the basis of this certification;
3. That I make this certification for purposes of Education Code Section 47605(b) only; and
4. That I deem the charter petition to be complete.

Please do not hesitate to contact Invictus at any time.

Sincerely,



### **Shawn Benjamin**

Executive Director, Invictus Academy of Richmond  
7150 Portola Drive, El Cerrito, CA 94530  
[sbenjamin@invictusofrichmond.org](mailto:sbenjamin@invictusofrichmond.org)  
(510) 994-0888

# Affirmations and Declaration



## Affirmations and Declaration

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Invictus Academy of Richmond (“Invictus” or the “Charter School”), operated by Invictus Academy, Inc., hereby certifies that the information submitted in this charter renewal petition (“Petition”) for the renewal of Invictus, located at 7150 Portola Drive, El Cerrito, CA 94530 and within the boundaries of Contra Costa County, is true to the best knowledge and belief of Invictus. 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:

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(d)(1)]
- Invictus Academy, Inc. declares that it shall be deemed the exclusive public school employer of all employees of the Charter School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(c)(6)]
- The Charter School shall be non-sectarian in its programs, admission policies, employment practices, and all other operations. [Ref. Education Code Section 47605(e)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(e)(1)]
- The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(e)(1)]
- The Charter School shall admit all students who wish to attend the Charter School, unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605(e)(2), admission to the Charter School shall not be determined according to the place of residence of the student or of that student’s parent or legal guardian within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(e)(2)(B)(i)-(iv). 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(e)(2)(C). [Ref. Education Code Section 47605(e)(2)(A)-(C)]
- The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973 (“Section 504”), Title II of the Americans with Disabilities Act of 1990 (“ADA”) and the Individuals with Disabilities Education Improvement Act of 2004 (“IDEA”).

- 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)]
- The Charter School shall ensure that teachers in the Charter School hold the Commission on Teacher Credentialing (“CTC”) certificate, permit, or other document required for the teacher’s certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. [Ref. Education Code Section 47605(l)(1)]
- The Charter School shall, at all times, maintain all necessary and appropriate insurance coverage.
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605(e)(3)]
- The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]
- The Charter School shall adhere to each of the conditions in Education Code Section 47605(e)(4)(A)-(D), including: (A) not discouraging a student from enrolling or seeking to enroll in the Charter School for any reason; (B) not requesting a student’s records or requiring a parent, guardian, or student to submit the student’s records before enrollment; (C) not encouraging a student currently attending the Charter School to disenroll or transfer to another school for any reason; and (D) providing a copy of the California Department of Education (“CDE”) notice regarding the requirements in Education Code Section 47605(e)(4)(A)-(D) to a parent/guardian or student if the student is 18 years of age or older: (i) when a parent/guardian or student inquires about enrollment, (ii) before conducting an enrollment lottery, or (iii) before disenrollment of a student. [Ref. Education Code Section 47605(e)(4)(A)-(D)]
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
- The Charter School shall, as required by Education Code Section 47612.5, meet the requirements of Education Code Section 51745 et. seq. related to independent study.
- The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School’s educational programs. [Ref. Education Code Section 47605(d)]

- The Charter School shall comply with any applicable jurisdictional limitations applicable to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]
- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act (“ESEA”), as reauthorized and amended by the Every Student Succeeds Act (“ESSA”).
- The Charter School shall comply with the California Public Records Act, Government Code Section 7920.000, *et seq.* (“CPRA”).
- The Charter School shall comply with the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g, 34 CFR Part 99 (“FERPA”).
- The Charter School shall comply with the Ralph M. Brown Act, Government Code Section 54950, *et seq.* (“Brown Act”)
- The Charter School shall comply with Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1 (“Section 1090”).
- The Charter School shall comply with the Political Reform Act, Government Code Section 81000, *et seq.* (“PRA”).
- The Charter School shall meet or exceed the legally required minimum number of school days [Ref. Title 5 California Code of Regulations Section 11960]
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).

# Introduction



# Introduction

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## OVERVIEW

Invictus Academy of Richmond hereby respectfully submits this Petition to the Contra Costa County Board of Education (the “County Board” or “CCCBOE”) via the Contra Costa County Office of Education (“CCCOE”). Invictus pledges to work cooperatively with the CCCBOE and CCCOE (collectively referred to as the “Authorizer” or the “County”) throughout the renewal process and the new charter term. As a middle performing school, the term of the renewed charter will be a five-year period, from July 1st, 2026, to June 30th, 2031.

Invictus is a middle and high school serving students in grades 7-12 who reside primarily in Richmond, CA, and its surrounding communities. The Charter School’s mission is: Invictus Academy of Richmond prepares 100% of students in grades 7-12 to thrive in the colleges of their choice, solve relevant problems, and communicate with confidence.

Invictus also has the following core values: growth, honesty, kindness, persistence, positivity, productivity, purpose, self-control, and teamwork. All members of the Charter School’s community are expected and encouraged to demonstrate these core values on a daily basis.

In the Charter School’s initial charter term (July 1, 2018 - June 30, 2026), which was extended by three years due to the COVID-19 pandemic, Invictus has fully grown out its grade span, and now serves students in grades 7-12. Invictus celebrated its first high school graduates with the Class of 2024 and saw its second graduating class this past spring with the Class of 2025.

Invictus is committed to continuing to partner with the Authorizer to ensure every child enrolled at Invictus receives an excellent education. Invictus’ school model is the product of intense study of both the needs of Richmond, West Contra Costa Unified School District (the “District” or “WCCUSD”) and the surrounding community, as well as the methods of some of the strongest schools in the nation.

The Charter School’s design, one that has produced impressive results to date, includes several innovative features which combine to create a unique option for parents and families in western Contra Costa County. The achievements included in this introduction, in the following section, Charter Renewal Criteria, and throughout the Petition, are testament to the success of this program and Invictus’ school model.

Invictus Academy of Richmond is a safe, small, tuition-free charter public school serving grades 7-12. There is a commitment to excellence in teaching, rigorous academics, personalized attention, structured and joyful culture, and close partnership with families that sets Invictus apart. The key components of the Charter School’s educational program are summarized below and detailed in Element 1 of this Petition. These components include:

- Great teaching drives student learning
- Students learn and grow most in a rigorous, relevant, data-driven college preparatory curriculum that supports student growth
- Students are regularly challenged to think critically and problem solve creatively
- Intentional use of technology to personalize student learning
- Students thrive within purposeful structures that cultivate strong academic habits
- Students experience greater success when they exist as part of a caring community

- A structure, joyful school community allows students and staff to thrive
- Students learn to communicate confidently
- Close partnerships with families lead to stronger student outcomes

Invictus' instructional program focuses on core math and literacy instruction. Other core components of the program include personalized learning for middle school students, a period devoted to social and emotional learning, and a tutoring block for academically struggling students.

As noted, Invictus' educational model has produced strong results in the initial term and the Charter School has either met or exceeded the criteria for renewal. Below is the state's charter renewal criteria, adjusted from education code language to be worded in the positive, and a summary of how Invictus has met each requirement. These accomplishments are also further detailed in later sections of the Petition.

- **The Charter School has presented a sound educational program.**
  - Elements 1, 2 and 3 of the Petition outline Invictus' educational program, measurable pupil outcomes and methods of measurement. These elements demonstrate the Charter School's model is rooted in best practices, holds students and staff to high expectations, consistently measures progress toward established outcomes, and provides opportunities for adjustments to ensure intended outcomes are achieved.
  - Invictus students are demonstrating strong achievement, especially relative to their peers across the District. While these results are fully analyzed in the following section of the Petition, some highlights of the achievements and student outcomes at Invictus include the following:
    - In 2025 Invictus showed strong growth on six out of seven (85.7%) Dashboard indicators, earning a performance level of Yellow on each.
    - A majority of Invictus student groups outperformed their peers across the state on ELA Distance From Standard ("DFS"), as shown on the 2024 and 2025 Dashboards.
    - Invictus outperformed the state on the College Career Indicator ("CCI") in both 2024 and 2025. This is true both schoolwide and for the student groups where there was two years of data.
    - On the Dashboard's academic indicators of ELA, math and CCI, Invictus consistently outperformed three comparison middle schools and three comparison high schools, both schoolwide and when looking at student groups.
    - Invictus outperformed all three comparison middle schools on 2024 ELA and math growth (2025 growth data was not available at the time this petition was finalized). This holds true both schoolwide and for all student groups.
    - Looking at Science in 2025, Invictus achieved a Green performance level. This was higher than the state, the District and all six comparison schools.
    - Invictus outperformed all three comparison high schools in 2024 and 2025 for the Graduation Rate indicator schoolwide and for all student groups, other than the 2025 rates for Long-Term English Learners and Students with Disabilities.

- Over the last three years Invictus has observed a much greater reduction in its chronic absenteeism rate compared to the state and to all three comparison middle schools.
- Looking at 2024-25 performance on both the Reading and math Measures of Academic Progress (“MAP”) assessment, by NWEA, all students, all grade levels and all but one student group, achieved measurable increases in academic achievement, as defined by at least one year’s progress for each year in school.
- The Charter School has shown it is demonstrably likely to successfully implement the proposed educational program.
  - Invictus has been in operation since the 2018-19 school year. During this time the Charter School has successfully:
    - Grown to full size by adding one grade level per year through the 2023-24 school year, when the first class of 12th graders graduated.
    - Successfully navigated the COVID-19 pandemic, ensuring students and staff were safe and healthy while still supporting academic performance, adding new grade levels, and operationalized a successful return to in-person learning.
    - Collaborated with the District on a multi-year facility lease where Invictus is the sole occupant of the school site.
    - Clean audits every year since opening in 2018-19.
  - Shown in the data below, Invictus is serving a diverse student population in need of public schools that are academically strong, safe, and focused on preparing students for college and other rigorous postsecondary options.
  - There is a focus on maintaining strong home to school communication and partnership. Invictus places tremendous value on the relationship it builds with families and reinforces this connection with weekly outreach, monthly events, and parent conferences. In addition, lines of communication are always open.
  - As highlighted above and detailed in further sections of this Petition, Invictus students are demonstrating strong achievement, especially relative to their peers across the District.
  - Beyond academic highlights and strong student outcomes, Invictus has demonstrated strong results via internal surveys conducted with staff, students and families. The most recent results include:
    - 90% of staff having a “feeling of belonging” at Invictus
    - 76% of students saying they “feel like I belong at this school”
    - 74% of students agree “My classes are safe”
    - 92% of families shared school is safe
    - 95% of families agree they feel well informed
  - The end of the Charter Renewal Criteria section of this Petition shares a comprehensive analysis of next steps and areas of focus for the upcoming charter term, demonstrating that Invictus, while proud of its accomplishments, is striving for continuous improvement and stronger student outcomes over time.

- **The Charter School is serving all students who wish to attend.**
  - Invictus is open to all students and accepts all students who apply, provided space is available at the applicable grade level. Enroll WCC, via the Schoolmint web-based application program, is the online platform Invictus uses for enrollment, in partnership with charter schools across the District. A public random drawing is used to select students when there are more applicants than available spaces.
  - Since opening the Charter School has consistently served a student population where traditionally underserved student groups are overrepresented at Invictus compared to the District and surrounding community. As shown below: Invictus serves higher percentages of Black students and Hispanic students; and the combined population of English Learners and Reclassified Fluent English Proficient students is higher at Invictus than the District, Contra Costa County and state, as is the percentage of Students with Disabilities.

#### **2024-25 DEMOGRAPHICS: INVICTUS, DISTRICT, COUNTY, STATE**

<b>2024-25 Demographics</b>	<b>Invictus</b>	<b>WCCUSD</b>	<b>County</b>	<b>State</b>
African American students and Hispanic/Latino students	86.1%	69.5%	46.4%	61%
English Learners & Reclassified Fluent English Proficient students	62.8%	45.7%	28.1%	33.1%
Socioeconomically Disadvantaged ("SD") students	81.1%	68.5%	44.2%	63.6%
Students with Disabilities	18.6%	14.8%	14.1%	14.2%

- **The Charter School's petition is reasonably comprehensive.**
  - The Charter School will continue to benefit students and families residing in the District and in western Contra Costa County by providing a strong educational option for children, as described in this Petition.
  - The Petition contains reasonably comprehensive descriptions for each required element and fully describes the educational program illustrating how the Charter School will continue to meet its measurable student outcomes described herein and in the appendix items.
  - The Petition underwent a thorough review by outside legal counsel from the Law Offices of Young, Minney and Corr, LLP ("YMC"). YMC reviews and prepares charter petitions across the state and they are considered some of the foremost experts on charter school law.
  - The Petition is aligned to the Authorizer's charter petition evaluation matrix.
- **The Charter School satisfies the academic renewal criteria for a presumptive five-year renewal.**
  - Based on the most recent two years of Dashboard data (2024 and 2025 Dashboards) the Charter School is placed into the middle performing category, as determined by law, and meets the criteria for charter renewal, which, for middle performing charter schools, is for a term of five years, as demonstrated below. While results are fully analyzed in the following section, placement in the middle performing category is based on the following two facts:

- First, Invictus' 2024 and 2025 Dashboard did NOT have all red and orange indicators. Invictus earned a performance level of Yellow on six indicators on the 2025 Dashboard: ELA, Math, ELPI, CCI, Chronic Absenteeism, and Suspension Rate.
- Second, Invictus had a majority of student groups perform above the state average for those student groups in ELA in 2024 and 2025, as well as for the 2025 CCI.
- Performance on these two most recent Dashboards signifies Invictus is a middle performing charter school. This is further analyzed in the following Charter Renewal Criteria section of the Petition.

## CONCLUSION

Based on the accomplishments and results shared above and throughout this Petition, as well as sustained, strong community interest and support, Invictus, in accordance with the Charter Schools Act of 1992 ("CSA"), hereby petitions the County Board for renewal of the charter term for Invictus Academy of Richmond.

This Petition provides clear evidence that Invictus has exceeded the charter renewal criteria set forth in Education Code Sections 47607 and 47607.2 and offers a strong educational program. In addition, this Petition and its appendices further demonstrate the Charter School is operationally, as well as fiscally sound, and is in compliance with all relevant laws and regulations.

The Charter School has presented the case for continuing Invictus' mission and furthering its ultimate purpose – ensuring student achievement at and beyond the Charter School. As shown in the following section, titled Charter Renewal Criteria, Invictus meets the criteria for charter renewal, which will be for a five year renewal term pursuant to Education Code Section 47607.2(b).

# Charter Renewal Criteria



# Charter Renewal Criteria

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Pursuant to the amendments made to Education Code Section 47607, and the creation of Education Code Section 47607.2, by Assembly Bill 1505 (2019), at the time of charter renewal a chartering authority shall consider the performance of the charter school on the state and local indicators reported on the California School Dashboard (“Dashboard”), and, in some circumstances, the performance of the charter school on assessments deemed to be verified data.

In addition to the shift toward assessing Dashboard data, Assembly Bill 1505 also created a three-tiered system of evaluating charter schools’ performance, plus a separate category for Dashboard Alternative School Status schools. Each of the three tiers has unique qualifying criteria.

The three performance categories are as follows:

- High Performing – Presumptive renewal if the charter school meets the established renewal criteria – Education Code Section 47607(c)(2).
- Low Performing – Presumptive non-renewal if the charter school meets the non-renewal criteria, unless the chartering authority makes a finding to approve for a two-year term – Education Code Section 47607.2(a).
- Middle Performing – Renewal unless the charter school failed to meet or make sufficient progress toward meeting standards and closure is in the best interest of students, evaluated using the California School Dashboard (the “Dashboard”) and Education Code Section 47607.2(b).

The state indicators include the following:

- Chronic Absenteeism: kindergarten through grade eight
- Suspension Rate: kindergarten through grade twelve
- English Learner Progress: grades one through twelve
- Graduation Rate: high school only
- College/Career: high school only
- Academic: grades three through eight, and grade eleven – English Language Arts/Literacy and Mathematics

Based on the most recent two years of Dashboard data (2024 and 2025 Dashboards) the Charter School is placed into the middle performing category, as determined by law, and meets the criterion for charter renewal, as demonstrated below. Middle performing schools may only be renewed for a term of five years.

## MIDDLE PERFORMING DASHBOARD PERFORMANCE RENEWAL CRITERIA

Education Code Section 47607.2(b) states:

*(1) For all charter schools for which [high- and low- performing categories] do not apply, the chartering authority shall consider the schoolwide performance and performance of all subgroups of pupils served by the charter school on the state indicators included in the subgroups of pupils served by the charter school on the state indicators included in the [Dashboard] and the performance of the charter*

*school on the local indicators included in the [Dashboard].*

*(2) The chartering authority shall provide greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal.*

“Measurements of academic performance” are defined in statute as “statewide assessments in the California Assessment of Student Performance and Progress (“CAASPP”) system, or any successor system, the English Language Proficiency Assessments for California (“ELPAC”), or any successor system, and the college and career readiness indicator (“CCI”).” (Education Code Section 47607(c)(3).)

Prior to a full analysis of Invictus’ performance on the Dashboard, data is initially provided to demonstrate the Charter School is in the middle performing category, based on its performance on the 2024 and 2025 Dashboards.

Education Code Section 47607.2 outlines the two criteria that would qualify a charter school as low performing. The first criterion is, “The charter school has received the two lowest performance levels schoolwide on all the state indicators included in the Dashboard for which it receives performance levels.” The two lowest performance levels on the Dashboard are the colors Orange and Red. Below are the colors earned by Invictus on the 2024 and 2025 Dashboard.

#### **INVICTUS’ 2024 AND 2025 DASHBOARD COLORS**

<b>Dashboard Indicator</b>	<b>2024 Color</b>	<b>2025 Color</b>
ELA (academic)	Orange	Yellow
Math (academic)	Orange	Yellow
ELPI (academic)	Red	Yellow
CCI (academic)	N/A	Yellow
Graduation Rate	N/A	Orange
Chronic Absenteeism	Orange	Yellow
Suspension Rate	Red	Yellow

As shown above, in 2025 six of the seven performance levels were Yellow and Invictus did not receive the lowest two performance levels on the Dashboard for each indicator where it received a color over the last two years. Therefore, the initial criterion cited above for qualifying a school as low performing does not apply to Invictus.

The second criterion that would qualify a school as low performing is also outlined in Education Code Section 47607.2 and reads, in part, “For all measurements of academic performance, the charter school has received performance levels schoolwide that are the same or lower than the state average.” In this context, “performance levels” showing the “state average” refers to the status, or number, achieved by the state and not the Dashboard color.

As noted, measures of academic performance are: ELA DFS, Math DFS, ELPI, and CCI. Below are the schoolwide results earned by Invictus on the 2024 and 2025 Dashboard on the

academic indicators in comparison to the state average.

#### INVICTUS' 2024 SCHOOLWIDE DASHBOARD PERFORMANCE COMPARED TO THE STATE

Academic Indicator	Invictus	State	Invictus Above the State?
ELA	-23.7	-13.2	No
Math	-107.6	-47.6	No
ELPI	34.6%	45.7%	No
CCI	N/A for 2024 as Invictus did not have a color for CCI and so this indicator was not part of the performance category calculation		

#### INVICTUS' 2025 SCHOOLWIDE DASHBOARD PERFORMANCE COMPARED TO THE STATE

Academic Indicator	Invictus	State	Invictus Above the State?
ELA	-18.3	-8.1	No
Math	-99.2	-42.4	No
ELPI	43.3%	46.4%	No
<b>CCI*</b>	<b>64.2%</b>	<b>51.7%</b>	<b>Yes</b>

\*The light blue highlight indicates the Charter School's status was above the state

In 2025, Invictus' CCI was above the state average, as shown above. Since this is an academic measure, and since Invictus is above the state average, the criterion in the above cited Education Code Section 47607.2 applicable to a comparison of the performance of all students, regarding low performing charter schools, does not apply to Invictus.

The second criterion goes on to state that a comparison of student group performance must also be completed to determine if a school would qualify as low performing. Education Code Section 47607.2 states, "For all measurements of academic performance, the charter school has received performance levels...for a majority of subgroups performing statewide below the state average in each respective year, received performance levels that are lower than the state average."

Below are the results earned by student groups at Invictus on the 2024 and 2025 Dashboard on the academic indicators in comparison to the state average. To be included in the determination for the second criterion, a Dashboard indicator must have received a color. This is why CCI is only included below for 2025 as the 2024 Dashboard did not display a color for CCI at Invictus for its schoolwide results. Also, for student groups to be included below they must have also had a color on the respective Dashboard being analyzed. Student groups receive colors on the Dashboard when there are thirty (30) or more students for two consecutive years (or fifteen (15) students for the Homeless Youth and Foster Youth student groups two years in a row). All student groups earning colors at Invictus meet the second criterion's qualification for student groups to be "performing statewide below the state average."

#### INVICTUS' 2024 STUDENT GROUP ELA DFS PERFORMANCE COMPARED TO THE STATE

Student Group	Invictus	State	Invictus Above the State?
Hispanic	-31	-39.3	Yes
English Learners	-72.1	-67.6	No
Long-Term English Learners	-87.7	-109.6	Yes
Socioeconomically Disadvantaged	-28	-40.9	Yes

#### INVICTUS' 2025 STUDENT GROUP ELA DFS PERFORMANCE COMPARED TO THE STATE

Student Group	Invictus	State	Invictus Above the State?
Hispanic	-25.8	-33.7	Yes
English Learners	-56.9	-59.9	Yes
Long-Term English Learners	-99.7	-104.5	Yes
Socioeconomically Disadvantaged	-21.3	-35.3	Yes
Students with Disabilities	-113.6	-89.4	No

On both the 2024 and 2025 Dashboards Invictus had a majority of student groups perform above the state average on ELA DFS. In 2024 it was three out of four (75%) of student groups and in 2025 it was four out of five (80%) of student groups performing above the state average.

#### INVICTUS' 2024 STUDENT GROUP MATH DFS PERFORMANCE COMPARED TO THE STATE

Student Group	Invictus	State	Invictus Above the State?
Hispanic	-114.2	-79.2	No
English Learners	-151	-93.4	No
Long-Term English Learners	-172.5	-163.5	No
Socioeconomically Disadvantaged	-114.2	-78.2	No

#### INVICTUS' 2024 STUDENT GROUP MATH DFS PERFORMANCE COMPARED TO THE STATE

Student Group	Invictus	State	Invictus Above the State?
Hispanic	-114.1	-73.6	No
English Learners	-145	-86.1	No
Long-Term English Learners	-174.5	-158.9	No
Socioeconomically Disadvantaged	-105.8	-72.9	No
Students with Disabilities	-181.5	-120.7	No

#### INVICTUS' 2025 STUDENT GROUP CCI PERFORMANCE COMPARED TO THE STATE

Student Group	Invictus	State	Invictus Above the State?
Hispanic	61.2%	45.1%	Yes
Socioeconomically Disadvantaged	65.6%	44.8%	Yes

Similar to the performance of student groups in ELA, looking at CCI both applicable student groups (100%) at Invictus performed above the state average.

As shown above, the low performing category portion of the second criterion applicable to student groups does not apply to Invictus. Given the student group performance on ELA DFS and on CCI, a “majority of subgroups” did not receive “performance levels that are lower than the state average.” As such, this portion of the criterion does not place Invictus in the low performing category.

Given that neither criteria for low performing charter schools applies, and nor do the high performing criteria, Invictus is, by default, a middle performing charter school. The data provided below, along with the information in this Petition, demonstrate Invictus has met the criteria for renewal. Renewal for middle performing charter schools shall be for a period of five years, as outlined in the Education Code.

Below Invictus has provided a more detailed analysis of its performance on the Dashboard in support of approval of its Petition.

## DASHBOARD PERFORMANCE

For reference, Invictus’ strong Dashboard performance, as shown below, must also be understood within the context of the student population it serves. In contrast to the West Contra Costa Unified School District, Contra Costa County and the state, Invictus serves greater proportions of historically underserved students. As the below data indicates, particularly at the student group level of analysis, students from these groups in attendance at the Charter School meaningfully outperform their peers.

### 2023-24 DEMOGRAPHICS: INVICTUS, DISTRICT, COUNTY, STATE

2023-24 Demographics	Invictus	WCCUSD	CC County*	State
African American Students	14.4%	11.5%	8%	4.9%
Hispanic/Latino Students	71%	58.5%	38.4%	56.1%
<b>African American + Hispanic/Latino Students</b>	<b>85.4%</b>	<b>70%</b>	<b>46.4%</b>	<b>61%</b>
English Learners (“EL”)	23.7%	32.3%	16.7%	18.4%
Reclassified Fluent English Proficient (“RFEP”)	38.3%	15%	12.2%	15.8%
<b>EL + RFEP</b>	<b>62%</b>	<b>47.3%</b>	<b>28.9%</b>	<b>34.2%</b>
<b>Socioeconomically Disadvantaged</b>	<b>77.6%</b>	<b>64.9%</b>	<b>41%</b>	<b>62.7%</b>
<b>Students with Disabilities</b>	<b>18.5%</b>	<b>14.4%</b>	<b>13.5%</b>	<b>13.7%</b>

*\*CC County - Contra Costa County - demographic data encompasses all students who attend public schools in Contra Costa County*

### 2024-25 DEMOGRAPHICS: INVICTUS, DISTRICT, COUNTY, STATE

2024-25 Demographics	Invictus	WCCUSD	CC County	State
African American Students	11.7%	10.6%	7.8%	4.9%
Hispanic/Latino Students	74.4%	58.9%	38.6%	56.1%
<b>African American + Hispanic/Latino Students</b>	<b>86.1%</b>	<b>69.5%</b>	<b>46.4%</b>	<b>61%</b>
English Learners (“EL”)	27.8%	30.6%	16.1%	17.4%
Reclassified Fluent English Proficient (“RFEP”)	35%	15.1%	12%	15.7%
<b>EL + RFEP</b>	<b>62.8%</b>	<b>45.7%</b>	<b>28.1%</b>	<b>33.1%</b>
<b>Socioeconomically Disadvantaged</b>	<b>81.1%</b>	<b>68.5%</b>	<b>44.2%</b>	<b>63.6%</b>
<b>Students with Disabilities</b>	<b>18.6%</b>	<b>14.8%</b>	<b>14.1%</b>	<b>14.2%</b>

As shown above, and highlighted by the bold numbers in the tables, the Charter School serves a significantly higher percentage of traditionally underserved student groups compared to the District, Contra Costa County and the state. In addition, looking at the total percentage of enrollment identified as either an EL or an RFEP student, Invictus again shows an over representation of enrollment in these two student groups. The same is true for the comparison of enrollment percentages for both Socioeconomically Disadvantaged Students and Students with Disabilities.

Prior to comparisons being presented, it is important to highlight the growth shown by Invictus on the 2025 Dashboard, which is noted above. Of the seven total Dashboard indicators, Invictus showed growth on six, which is over 85% of the available indicators. In addition, the growth was significant for each of the six indicators where Invictus improved from its 2024 results, as indicated by the Yellow performance level. As noted, the Charter School is placed in the middle performing category and the improvement displayed on the 2025 Dashboard is one of the primary drivers of this result.

#### 2024 AND 2025 INVICTUS SCHOOLWIDE DASHBOARD STATE INDICATORS

Indicator	2024		2025	
	Color	Status	Color	Status
ELA (academic)	Orange	-23.7	Yellow	-18.3
Math (academic)	Orange	-107.6	Yellow	-99.2
ELPI (academic)	Red	34.6%	Yellow	43.3%
CCI (academic)	N/A*	49.2%	Yellow	64.2%
Graduation Rate	N/A*	93.5%	Orange	86.6%
Chronic Absenteeism	Orange	47.7%	Yellow	33.1%
Suspension Rate	Red	10.2%	Yellow	1.9%

*\*N/A due to 2024 being the first year Invictus had a graduating class and two years of data are required to produce a color on the Dashboard*

The tables below show the Charter School's performance on the Dashboard's academic indicators in comparison with the state. These tables focus on the status achieved by the Charter School on each indicator. Results are displayed for all students as well as for significant student groups. Each table notes where Invictus outperforms the state. Additional data is provided showing the strong growth Invictus has displayed year over year.

While Invictus is proud of the growth in student outcomes displayed below, and the recognition this brings to the work students, families and staff put into growth and achievement, the Charter School also acknowledges there continues to be room for additional improvement.

This means there is much work to be done to ensure Invictus continues its positive trajectory. Some of these efforts and areas of focus are highlighted at the end of this section, while the Charter School's full educational program is detailed in Element 1 of this Petition.

### Performance on Dashboard Academic Indicators: Invictus, State

#### 2024 AND 2025 SCHOOLWIDE AND STUDENT GROUP ELA DFS: INVICTUS, STATE

Student Group	2024		2025	
	Invictus	State	Invictus	State
All Students	-23.7	-13.2	-18.3	-8.1
Hispanic	-31	-39.3	-25.8	-33.7
English Learners	-72.1	-67.6	-56.9	-59.9
Long-Term English Learners	-87.7	-109.6	-99.7	-104.5
Socioeconomically Disadvantaged	-28	-40.9	-21.3	-35.3
Students with Disabilities	-101.5	-95.6	-113.6	-89.4

As shown above, three student groups outperformed the state in both 2024 and 2025: Hispanic students, Long-Term English Learners, and Socioeconomically Disadvantaged students. In addition, due to improved performance, in 2025 English Learners at Invictus also surpassed their peers across the state, resulting in four out of five student groups (80%) outperforming the state average for ELA on the most recent Dashboard. Finally, two additional student groups show results on the Dashboard for ELA, but are not significant in terms of size, and so do not display a color. African American students at Invictus have outperformed the state average in ELA for the last two years with a DFS of -42.4 (2024) and -43.6 (2025). In addition, White students produced publicly available results in 2025 only with a DFS of 31.5, which is also above the average score for this student group's peers across the state.

#### 2024 AND 2025 SCHOOLWIDE AND STUDENT GROUP MATH DFS: INVICTUS, STATE

Student Group	2024		2025	
	Invictus	State	Invictus	State
All Students	-107.6	-47.6	-99.2	-42.4
Hispanic	-114.2	-79.2	-114.1	-73.6
English Learners	-151	-93.4	-145	-86.1
Long-Term English Learners	-172.5	-163.5	-174.5	-158.9
Socioeconomically Disadvantaged	-114.2	-78.2	-105.8	-72.9

Students with Disabilities	-192.2	-124.3	-181.5	-120.7
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Contrary to ELA, math results at Invictus, including for all significant student groups, are below the state average. While there continues to be room for improvement in math, and such efforts are described later in this section of the Petition, there is also reason to recognize the progress made at the Charter School. The Dashboard indicator improved to Yellow due to a schoolwide increase of 8.4 points from 2024. Further, English Learners, Socioeconomically Disadvantaged students and Students with Disabilities all showed strong growth in 2025, and significantly more growth than their peers across the state. While not significant in size, African American students improved their math scores by 11.7 DFS points in 2025, almost twice the growth across the state for this student group, and White students achieved a DFS of 5.7, which is above their statewide peers.

#### 2024 AND 2025 SCHOOLWIDE AND STUDENT GROUP ELPI: INVICTUS, STATE

Student Group	2024		2025	
	Invictus	State	Invictus	State
ALL English Learners	34.6%	45.7%	43.3%	46.4%
Long-Term English Learners	31.3%	45.8%	42.9%	49.1%

While the progress of English Learners toward proficiency in English continues to be a focus at the Charter School, Invictus showed strong growth on the 2025 ELPI as all English Learners improved by 8.7% from 2024 and Long-Term English Learners increased by 11.5% from the prior year. Comparatively, the state saw gains of 0.7% and 3.3%, respectively. Invictus' growth earned a Yellow performance level on the Dashboard for ELPI, marking a significant improvement from the 2024 Dashboard color of Red.

#### 2024 AND 2025 SCHOOLWIDE AND STUDENT GROUP CCI: INVICTUS, STATE

Student Group	2024		2025	
	Invictus	State	Invictus	State
ALL Students	49.2%	45.3%	64.2%	51.7%
Hispanic	45.5%	37.4%	61.2%	45.1%
Socioeconomically Disadvantaged	46.2%	37.4%	65.6%	44.8%

\*The table above shows the percentage of students identified as "prepared" on CCI for each Dashboard year

As shown above, Invictus' graduates outperformed their peers across the state on CCI in both 2024 and 2025. This holds true for all graduates and both significant student groups. Beyond significant student groups, both student groups at Invictus with publicly available data on CCI for both 2024 and 2025 outperformed their statewide peers: English Learners, and Long-Term

English Learners.

### Additional Dashboard Academic Data and Comparisons

While the Dashboard's academic indicators are shown above, additional informational metrics on the Dashboard display academic performance. These indicators include Science, ELA Growth, and Math Growth. Data on these indicators is shown below.

Further, beyond comparing the Charter School's performance against the state on the Dashboard's academic indicators, it is important to consider the context of where the Charter School is located and the performance of schools and school districts where students at Invictus would otherwise attend, should they not be enrolled at the Charter School.

Invictus reviewed the addresses of all currently enrolled students and identified several District schools where at least 10% of students, by grade span (middle school - grades 7 and 8; high school - grades 9 through 12) would otherwise attend based on current attendance boundaries. These schools are shown below and are used as comparison schools for the analysis that follows.

#### COMPARISON MIDDLE SCHOOLS

School	Percentage of Invictus 7th and 8th grade students who would attend
Lovonya Dejean Middle	59.8%
Helms Middle	15.6%
Betty Reid Soskin Middle	12.3%
Total	87.7% of 7th-8th graders at Invictus would attend one of these middle schools

#### COMPARISON HIGH SCHOOLS

School	Percentage of Invictus 9th-12th grade students who would attend
John F. Kennedy High	43.2%
Richmond High	22.3%
De Anza High	16.5%
Total	82% of 9th-12th graders at Invictus would attend one of these high schools

The tables below compare the Dashboard performance of Invictus with that of the local West

Contra Costa Unified School District, as well as with the comparison schools noted above. The Science comparison includes state data in addition to the District and local schools.

### Dashboard Indicator: English Language Arts Distance From Standard

#### 2024 SCHOOLWIDE & STUDENT GROUP ELA DFS: INVICTUS, MIDDLE SCHOOLS

Student Group	2024				
	Invictus	District	DeJean*	Helms*	Soskin*
All Students	-23.7	-55.8	-128.4	-133.9	-81.9
Hispanic	-31	-88.5	-131.5	-140.4	-96.3
English Learners	-72.1	-110.7	-153.7	-155	-111
Long-Term English Learners	-87.7	-144.4	-157.3	-167.8	-113.5
Socioeconomically Disadvantaged	-28	-85.3	-130.3	-136.3	-100.4

\*DeJean - Lovonya DeJean Middle; Helms - Helms Middle; Soskin - Betty Reid Soskin (all in WCCUSD)

#### 2025 SCHOOLWIDE & STUDENT GROUP ELA DFS: INVICTUS, MIDDLE SCHOOLS

Student Group	2025				
	Invictus	District	DeJean	Helms	Soskin
All Students	-18.3	-52.4	-135	-134.8	-92.2
Hispanic	-25.8	-84.8	-139.4	-141	-114.4
English Learners	-56.9	-108.2	-156.1	-152	-120.7
Long-Term English Learners	-99.7	-144.7	-171.3	-168.7	-132.5
Socioeconomically Disadvantaged	-21.3	-80.1	-136.7	-136.4	-108.8
Students with Disabilities	-113.6	-138.5	-174.7	-171.9	-116.8

As shown above, for the last two years Invictus has outperformed the District on ELA DFS. Further, compared to the three middle schools where over 85% of its students would otherwise attend, Invictus far exceeds the performance of each middle school.

#### 2024 SCHOOLWIDE & STUDENT GROUP ELA DFS: INVICTUS, HIGH SCHOOLS

Student Group	2024				
	Invictus	District	Richmond*	Kennedy*	De Anza
All Students	-23.7	-55.8	-81.3	-192.9	-76.5
Hispanic	-31	-88.5	-78.8	-190.7	-97.9
English Learners	-72.1	-110.7	-144.4	-228.6	-126.2
Long-Term English Learners	-87.7	-144.4	-141.7	-232.3	-113.1
Socioeconomically Disadvantaged	-28	-85.3	-187.8	-194.9	-73.9

\*Richmond - Richmond High; Kennedy - John F. Kennedy High (both in WCCUSD)

## 2025 SCHOOLWIDE & STUDENT GROUP ELA DFS: INVICTUS, HIGH SCHOOLS

Student Group	2025				
	Invictus	District	Richmond	Kennedy	De Anza
All Students	-18.3	-52.4	-36.6	-166.5	-42.1
Hispanic	-25.8	-84.8	-41.6	-159.6	-62.6
English Learners	-56.9	-108.2	-95.9	-200.1	-115.8
Long-Term English Learners	-99.7	-144.7	-123.7	-211.5	-165.6
Socioeconomically Disadvantaged	-21.3	-80.1	-38.6	-155.4	-48.9
Students with Disabilities	-113.6	-138.5	-120.4	-226.2	-142.2

Similar to the comparison with middle schools, Invictus far outperforms all three of the comparison high schools, particularly when looking at the results of significant student groups.

### Dashboard Indicator: Math Distance From Standard

## 2024 SCHOOLWIDE & STUDENT GROUP MATH DFS: INVICTUS, MIDDLE SCHOOLS

Student Group	2024				
	Invictus	District	DeJean	Helms	Soskin
All Students	-107.6	-85.7	-173.1	-162.7	-134.8
Hispanic	-114.2	-117.2	-177.6	-166.7	-150.3
English Learners	-151	-128.5	-189.6	-181	-162
Long-Term English Learners	-172.5	-191.2	-192.1	-191.3	-176.1
Socioeconomically Disadvantaged	-114.2	-113.8	-174.8	-165.2	-148.2

## 2025 SCHOOLWIDE & STUDENT GROUP MATH DFS: INVICTUS, MIDDLE SCHOOLS

Student Group	2025				
	Invictus	District	DeJean	Helms	Soskin
All Students	-99.2	-77.9	-181.6	-151.2	-134
Hispanic	-114.1	-109.4	-182.7	-155	-157.8
English Learners	-145	-123.4	-192.6	-163.7	-167.5
Long-Term English Learners	-174.5	-185.4	-206.2	-188.8	-170.5
Socioeconomically Disadvantaged	-105.8	-105.1	-182.7	-153.7	-149.2
Students with Disabilities	-181.5	-164.6	-215.9	-213	-163.3

Looking at math DFS, Invictus continues to outperform the three comparison middle schools, both schoolwide and for every student group. This analysis holds true across both 2024 and 2025, other than for Long-Term English Learners and Students with Disabilities in 2025, where Invictus outperforms two of three comparison middle schools.

## 2024 SCHOOLWIDE & STUDENT GROUP MATH DFS: INVICTUS, HIGH SCHOOLS

Student Group	2024				
	Invictus	District	Richmond	Kennedy	De Anza
All Students	-107.6	-55.8	-176.1	-252.2	-159.3
Hispanic	-114.2	-88.5	-173.7	-245.1	-170.7
English Learners	-151	-110.7	-217.6	-265.4	-188.9
Long-Term English Learners	-172.5	-144.4	-213.9	-269.3	-191.9
Socioeconomically Disadvantaged	-114.2	-85.3	-173	-251.5	-161.3

## 2025 SCHOOLWIDE & STUDENT GROUP MATH DFS: INVICTUS, HIGH SCHOOLS

Student Group	2025				
	Invictus	District	Richmond	Kennedy	De Anza
All Students	-99.2	-77.9	-145.9	-247.4	-147.6
Hispanic	-114.1	-109.4	-151.6	-239.6	-167.9
English Learners	-145	-123.4	-192.4	-254.5	-201.4
Long-Term English Learners	-174.5	-185.4	-209.2	-258	-234.4
Socioeconomically Disadvantaged	-105.8	-105.1	-146.6	-245.5	-152.1
Students with Disabilities	-181.5	-164.6	-189	-285.3	-208.6

Similar to the comparison for ELA, Invictus outperforms all three of the comparison high schools on math DFS, especially when looking at the results of significant student groups. While the comparison results in math are strong for Invictus, this is an area where much growth can be made and these efforts are detailed at the end of this section.

## Dashboard Indicator: English Learner Progress Indicator

### 2024 ELPI: INVICTUS, MIDDLE SCHOOLS

Student Group	2024				
	Invictus	District	DeJean	Helms	Soskin
ALL English Learners	34.6%	39.8%	29.1%	42.7%	48.7%
Long-Term English Learners	31.3%	38%	37.1%	50.9%	50.9%

### 2025 ELPI: INVICTUS, MIDDLE SCHOOLS

Student Group	2025				
	Invictus	District	DeJean	Helms	Soskin
ALL English Learners	43.3%	33.8%	21.3%	34.5%	37.3%
Long-Term English Learners	42.9%	30.9%	23.8%	36.9%	38.3%

As noted, the progress of English Learners has been an area of focus at Invictus and the growth demonstrated from 2024 to 2025 demonstrates the effectiveness of Invictus' educational program with this population. This growth allowed for Invictus to surpass the District average as well as outperform all three comparison middle schools in 2025.

### 2024 ELPI: INVICTUS, HIGH SCHOOLS

Student Group	2024				
	Invictus	District	Richmond	Kennedy	De Anza
ALL English Learners	34.6%	39.8%	34.7%	19.7%	25.5%
Long-Term English Learners	31.3%	38%	38.2%	25.5%	31%

### 2025 ELPI: INVICTUS, HIGH SCHOOLS

Student Group	2025				
	Invictus	District	Richmond	Kennedy	De Anza
ALL English Learners	43.3%	33.8%	26%	14.8%	19.8%
Long-Term English Learners	42.9%	30.9%	31.2%	19.7%	20.3%

Similar to the middle school comparison, in 2025, based on the growth made, Invictus outperformed all three comparison high schools on ELPI.

### Dashboard Indicator: College Career Indicator

### 2024 SCHOOLWIDE & STUDENT GROUP CCI: INVICTUS, HIGH SCHOOLS

Student Group	2024				
	Invictus	District	Richmond	Kennedy	De Anza
All Students	49.2%	35%	26.6%	16.2%	47.3%
Hispanic	45.5%	28.2%	25.4%	14.8%	42.8%
English Learners	22.7%	13%	14.8%	10.7%	21.1%
Long-Term English Learners	22.2%	15.4%	14.1%	15.1%	31.3%
Socioeconomically Disadvantaged	46.2%	30.1%	27.2%	16.8%	45.6%

## 2024 SCHOOLWIDE & STUDENT GROUP CCI: INVICTUS, HIGH SCHOOLS

Student Group	2025				
	Invictus	District	Richmond	Kennedy	De Anza
All Students	64.2%	41%	34.2%	28.9%	49.3%
Hispanic	61.2%	31.3%	34.3%	26.6%	42.2%
English Learners	51.7%	16.8%	20.7%	16.9%	29.7%
Long-Term English Learners	47.6%	17.2%	21.7%	23.1%	38.3%
Socioeconomically Disadvantaged	65.6%	36.1%	35.1%	28.9%	49.3%

Similar to prior comparisons, Invictus overperformed compared to the District and three comparison high schools when looking at CCI. This holds true on both an all student comparison, as well as for every student group where two years of data was available.

### Dashboard Indicator: Growth

The below Dashboard data shows results for ELA Growth and Math Growth for 2024. While these display performance on academic subjects, these growth measures are on the Dashboard as informational indicators. At the time this petition was finalized, growth data was not available on the 2025 Dashboard.

ELA and math growth indicators measure change in individual student test scores year over year. As such, growth data is only available at Invictus for students in grades 7 and 8 and comparisons are only available with the District and local middle schools. Statewide growth data was not published on the 2024 Dashboard and so is not available for comparison.

### ELA Growth

## 2025 SCHOOLWIDE & STUDENT GROUP ELA GROWTH: INVICTUS, MIDDLE SCHOOLS

Student Group	2024				
	Invictus	District	DeJean	Helms	Soskin
All Students	27, Above	-6, Below	-24, Below	-31, Below	-13, Below
African American	31, Above	-14, Below	-30, Below	-49, Below	-16, Below
Hispanic	26, Above	-11, Below	-25, Below	-32, Below	-16, Below
English Learners	26, Above	-13, Below	-27, Below	-31, Below	-19, Below
Long-Term English Learners	26, Above	-21, Below	-26, Below	-36, Below	-23, Below
Socioeconomically Disadvantaged	34, Above	-11, Below	-23, Below	-31, Below	-19, Below
Students with Disabilities	21, Above	-15, Below	-22, Below	-20, Below	-16, Below

In 2024 Invictus students, both schoolwide and for each student group where data was available, showed “Above” expected growth. This overperformance is further evidence of the strength of Invictus’ educational program. In addition, Invictus’ performance stands in sharp contrast to the “Below” expected growth observed at each of the three comparison middle schools.

## Math Growth

### 2025 SCHOOLWIDE & STUDENT GROUP MATH GROWTH: INVICTUS, MIDDLE SCHOOLS

Student Group	2024				
	Invictus	District	DeJean	Helms	Soskin
All Students	1, Typical	-4, Below	-19, Below	-17, Below	-14, Below
African American	7, Typical	-13, Below	-8, Typical	-27, Below	-25, Below
Hispanic	-1, Typical	-7, Below	-22, Below	-15, Below	-14, Below
English Learners	0, Typical	-4, Below	-15, Below	-12, Below	-15, Below
Long-Term English Learners	2, Typical	-11, Below	-17, Below	-14, Below	-28, Below
Socioeconomically Disadvantaged	5, Typical	-7, Below	-18, Below	-17, Below	-13, Below
Students with Disabilities	-16, Below	-8, Below	-4, Typical	3, Typical	-8, Typical

As shown above, Invictus outperforms the District and all three comparison schools on math growth. Invictus students in grades 7 and 8 demonstrated typical growth in math schoolwide and for five out of six student groups (83%). In contrast, students in the District showed growth that was below expectations, including for all student groups. The comparison middle schools also consistently showed lower than expected growth in math, with only one or two student groups showing typical growth. As previously noted, Invictus’ efforts to continue to improve its math performance are highlighted later in this section.

## Dashboard Indicator: Science

### 2024 AND 2025 SCHOOLWIDE & STUDENT GROUP SCIENCE: INVICTUS, STATE

Student Group	2025	
	Invictus	State
All Students	47.9	52.6
Hispanic	46.2	47.1
Socioeconomically Disadvantaged	46.9	47.1

## 2025 SCHOOLWIDE & STUDENT GROUP SCIENCE: INVICTUS, MIDDLE SCHOOLS

Student Group	2025				
	Invictus	District	DeJean	Helms	Soskin
All Students	47.9	42.1	29.9	38.6	39.3
Hispanic	46.2	36.6	29.8	37.5	36.4
Socioeconomically Disadvantaged	46.9	38	29.9	38.4	35.1

## 2025 SCHOOLWIDE & STUDENT GROUP SCIENCE: INVICTUS, HIGH SCHOOLS

Student Group	2025				
	Invictus	District	Richmond	Kennedy	De Anza
All Students	47.9	42.1	44.4	26.7	38.1
Hispanic	46.2	36.6	44	26.1	32.3
Socioeconomically Disadvantaged	46.9	38	44.3	27.7	37.1

As shown above, Invictus achieved a Green performance level on the 2025 Dashboard, which is higher than the state, the District and all six comparison schools. In addition, looking at status, Invictus outperformed the District and every comparison school both schoolwide and for both significant student groups. 2025 was the first year the Science indicator displayed a color, so only one year of data is shown.

### Additional Dashboard Indicators

Beyond academic indicators, the Dashboard shows additional data points. For the Charter School, these data points include: Graduation Rate and Chronic Absenteeism Rate, both of which are academic engagement metrics, and; Suspension Rate, which is a conditions and climate metric.

## 2024 AND 2025 SCHOOLWIDE & STUDENT GROUP GRADUATION RATE: IAR, STATE

Student Group	2024		2025	
	Invictus	State	Invictus	State
All Students	93.5%	86.7%	86.6%	87.8%
Hispanic	95.5%	85.3%	85.7%	86.9%
Socioeconomically Disadvantaged	92.3%	84.4%	86.9%	86.2%

Invictus saw a decline in graduation rate from 2024 to 2025. These are the only two classes to have graduated from Invictus to date. Efforts to improve graduation rates are detailed at the

end of this section. Further, data below shows Invictus' 2024 and 2025 graduation rates in comparison to the high schools Invictus students would be most likely to attend based on home address. These comparisons show that, despite the decline in 2025, Invictus is still producing strong student outcomes relative to comparison schools.

#### 2024 SCHOOLWIDE & STUDENT GROUP GRADUATION RATE: INVICTUS, HIGH SCHOOLS

Student Group	2024				
	Invictus	District	Richmond	Kennedy	De Anza
All Students	93.5%	83.7%	80.9%	62%	85.2%
Hispanic	95.5%	78.5%	79.2%	58.9%	82.9%
English Learners	87%	69.6%	71.3%	57.7%	73.7%
Long-Term English Learners	94.7%	74.4%	78.8%	62.3%	81.3%
Socioeconomically Disadvantaged	92.3%	82.7%	82.7%	64.5%	86.1%
Students with Disabilities	100%	66.1%	62.2%	30%	65.4%

#### 2025 SCHOOLWIDE & STUDENT GROUP GRADUATION RATE: INVICTUS, HIGH SCHOOLS

Student Group	2025				
	Invictus	District	Richmond	Kennedy	De Anza
All Students	86.6%	85.3%	75.9%	73.9%	85.5%
Hispanic	85.7%	80%	75.4%	70.9%	81.1%
English Learners	82.8%	72.8%	68%	65.9%	76.7%
Long-Term English Learners	76.2%	78.1%	76.5%	83%	73.8%
Socioeconomically Disadvantaged	86.9%	84.1%	77.4%	74.4%	86.3%
Students with Disabilities	58.3%	67.3%	68.2%	66.7%	58.9%

2024 was the first year Invictus had seniors and a graduating class. This first cohort of graduates showed extremely strong results, especially compared to their peers at the District and at the three comparison high schools, as Invictus outperformed the graduation rate for all students and for all student groups shown above. The 2025 graduation was also strong in relation to the comparisons shown in the above analysis. Invictus showed a higher graduation rate for all students and three out of five student groups (60%). As noted, Invictus' efforts to continue to improve its graduation rate are detailed later in this section.

## 2024 AND 2025 SCHOOLWIDE & STUDENT GROUP CHRONIC ABSENTEEISM: IAR,\* STATE

Student Group	2024		2025	
	Invictus	State	Invictus	State
All Students	47.7%	18.6%	33.1%	17.1%
Hispanic	51.6%	20.1%	32.2%	20.1%
English Learners	36.7%	21.7%	26.5%	18.1%
Socioeconomically Disadvantaged	53.3%	23.4%	35.5%	21.7%

\*IAR - Invictus Academy of Richmond

### REDUCTION IN SCHOOLWIDE CHRONIC ABSENTEEISM, 2023 TO 2025

School/District	2023 Rate	2024 Rate	2025 Rate	3-year Change
Invictus	53%	47.7%	33.1%	-19.1%
State	24.3%	18.6%	17.1%	-7.2%

As shown above, chronic absenteeism rates have been dropping at Invictus and the state, but Invictus has shown a much more significant decrease compared to the change at the state. Chronic Absenteeism on the Dashboard is only for grades K-8.

## 2024 SCHOOLWIDE & STUDENT GROUP CHRONIC ABSENTEEISM: IAR, MIDDLE SCHOOLS

Student Group	2024				
	Invictus	District	DeJean	Helms	Soskin
All Students	47.7%	28.2%	35.8%	27.8%	28.6%
Hispanic	51.6%	32.6%	31.5%	27%	31.8%
English Learners	36.7%	32.2%	33.5%	30.5%	28.4%
Socioeconomically Disadvantaged	53.3%	33.4%	36%	28.1%	31.2%

## 2025 SCHOOLWIDE & STUDENT GROUP CHRONIC ABSENTEEISM: IAR, MIDDLE SCHOOLS

Student Group	2025				
	Invictus	District	DeJean	Helms	Soskin
All Students	33.1%	27%	35.4%	25.3%	23.8%
Hispanic	32.2%	31.8%	32.1%	25.3%	25.3%
English Learners	26.5%	31.4%	33.2%	27.6%	25.4%
Socioeconomically Disadvantaged	35.5%	32.2%	35.6%	25.6%	36.9%

### REDUCTION IN SCHOOLWIDE CHRONIC ABSENTEEISM, 2023 TO 2025

School/District	2023 Rate	2024 Rate	2025 Rate	3-year Change
Invictus	53%	47.7%	33.1%	-19.1%
District	34.2%	28.2%	27%	-7.2%
DeJean	39.5%	35.8%	35.4%	-4.1%
Helms	38.4%	27.8%	25.3%	-13.1%
Soskin	26.2%	28.6%	23.8%	-2.4%

As shown above, chronic absenteeism rates have been dropping at Invictus, the District, and at all three comparison middle schools, with Invictus showing the most significant decrease. Further, Invictus has been focused on improving student attendance and decreasing the number of students who are chronically absent and these efforts show in the data, as the chronic absenteeism rate has dropped by nearly 20% in the most recent three years. While this is great progress, Invictus is continuing to focus on improving student performance, as detailed later in this section.

### 2024 AND 2025 SCHOOLWIDE & STUDENT GROUP SUSPENSION RATE: INVICTUS, STATE

Student Group	2024		2025	
	Invictus	State	Invictus	State
All Students	10.2%	3.2%	8.3%	2.9%
African American	28.3%	8.4%	6.9%	7.7%
Hispanic	7.8%	3.4%	7.9%	3%
English Learners	10%	3.4%	6.7%	3.2%
Long-Term English Learners	13.5%	8.1%	10.7%	7%
Socioeconomically Disadvantaged	10.4%	4%	9.2%	3.6%
Students with Disabilities	11.3%	5.4%	13.1%	5%

Invictus showed marked reductions in suspension rate in 2025, leading to a decline in the 2025 rate of 1.9% compared to 2024, and a 2025 Dashboard performance level of Yellow. Four out of six student groups (66%) also showed declines in 2025. Additional data is provided below for the suspension rates at comparison schools.

## 2024 SCHOOLWIDE & STUDENT GROUP SUSPENSION RATE: INVICTUS, MIDDLE SCHOOLS

Student Group	2024				
	Invictus	District	DeJean	Helms	Soskin
All Students	10.2%	5%	14.7%	8.1%	12.1%
African American	28.3%	12.2%	31.4%	11.1%	19.8%
Hispanic	7.8%	5%	11.8%	8.2%	10.7%
English Learners	10%	4.8%	12.7%	9.2%	10.3%
Long-Term English Learners	13.5%	10.1%	13.3%	10.8%	9.5%
Socioeconomically Disadvantaged	10.4%	6.2%	15.2%	8.4%	14.1%
Students with Disabilities	11.3%	7.6%	10.3%	12.2%	12.6%

## 2025 SCHOOLWIDE & STUDENT GROUP SUSPENSION RATE: INVICTUS, MIDDLE SCHOOLS

Student Group	2025				
	Invictus	District	DeJean	Helms	Soskin
All Students	8.3%	4.5%	7.8%	14.1%	10%
African American	6.9%	10.3%	11.3%	18.8%	23.5%
Hispanic	7.9%	4.8%	7.2%	14.3%	7.7%
English Learners	6.7%	5.3%	9%	19.2%	4.3%
Long-Term English Learners	10.7%	10.9%	9.1%	15.8%	5.8%
Socioeconomically Disadvantaged	9.2%	5.5%	8%	14.3%	10.8%
Students with Disabilities	13.1%	7%	4.7%	15.3%	16.7%

Reducing suspensions continues to be an area of focus at Invictus, as detailed later in this section. The effectiveness of these efforts can be seen in the reduced suspension rate in 2025, which includes a performance level of Yellow on the 2025 Dashboard. In addition, when looking at the suspension rate in relation to comparison middle schools, Invictus has the lowest 2025 suspension rate for African American students and is second lowest schoolwide as well as for three of the five remaining student groups.

## 2024 SCHOOLWIDE & STUDENT GROUP SUSPENSION RATE: INVICTUS, HIGH SCHOOLS

Student Group	2024				
	Invictus	District	Richmond	Kennedy	De Anza
All Students	10.2%	5%	11.6%	11.6%	8.6%
African American	28.3%	12.2%	27.8%	27%	13%
Hispanic	7.8%	5%	11.1%	9%	9.7%
English Learners	10%	4.8%	12.2%	10.4%	8.5%
Long-Term English Learners	13.5%	10.1%	13.3%	11.4%	10.3%
Socioeconomically Disadvantaged	10.4%	6.2%	11.8%	11.9%	9.1%
Students with Disabilities	11.3%	7.6%	19.4%	19.5%	11.3%

## 2025 SCHOOLWIDE & STUDENT GROUP SUSPENSION RATE: INVICTUS, HIGH SCHOOLS

Student Group	2025				
	Invictus	District	Richmond	Kennedy	De Anza
All Students	8.3%	4.5%	11.9%	11.3%	4.7%
African American	6.9%	10.3%	26.8%	19.6%	7.1%
Hispanic	7.9%	4.8%	11.4%	10.1%	4.8%
English Learners	6.7%	5.3%	14.3%	10.8%	5.8%
Long-Term English Learners	10.7%	10.9%	17%	13.2%	8.3%
Socioeconomically Disadvantaged	9.2%	5.5%	12.3%	12.6%	5.1%
Students with Disabilities	13.1%	7%	21.3%	22.9%	7.8%

Similar to the comparison with middle schools, when looking at the suspension rate in relation to comparison high schools, Invictus also has the lowest 2025 suspension rate for African American students. Across all other comparisons, Invictus has the second lowest 2025 suspension rate, and has a lower suspension rate compared to the two high schools where over 65% of Invictus students would otherwise attend.

## ADDITIONAL MEASUREMENTS OF ACADEMIC PERFORMANCE

### CAASPP Results

In addition to academic data and subjects displayed on the Dashboard, Invictus reviews its performance on CAASPP by looking at the percentage of students scoring standard met

(Level 3) or standard exceeded (Level 4), and how that percentage changes over time. That data is displayed below and continues the comparisons with the state, District and comparison schools Invictus students would be likely to otherwise attend, as was done in the prior section.

**2023-24 AND 2024-25 SCHOOLWIDE AND STUDENT GROUP PERCENTAGE SCORING  
LEVEL 3 + 4 ON CAASPP, INVICTUS VERSUS THE STATE: ELA**

Student Group	2023-24		2024-25	
	Invictus	State	Invictus	State
All Students	41.05%	47.04%	41.63%	48.82%
African American	38.47%	30.34%	33.33%	32.75%
Hispanic	37.96%	36.78%	40.4%	38.84%
English Learners	12.5%	10.29%	7.41%	10.41%
Long-Term English Learners	0%	4.64%	0%	5.55%
Socioeconomically Disadvantaged	41.94%	36.81%	39.61%	38.23%
Students with Disabilities	16.67%	15.83%	11.11%	16.95%

As shown above, Invictus had a higher percentage of students scoring on or above grade level compared to the state in both years for the following student groups: African American, Hispanic, and Socioeconomically Disadvantaged.

**2023-24 AND 2024-25 SCHOOLWIDE AND STUDENT GROUP PERCENTAGE SCORING  
LEVEL 3 + 4 ON CAASPP, INVICTUS VERSUS THE STATE: MATH**

Student Group	2023-24		2024-25	
	Invictus	State	Invictus	State
All Students	13.75%	35.54%	19.39%	37.3%
African American	12%	17.75%	14.29%	20.06%
Hispanic	10.22%	23.73%	15.33%	25.74%
English Learners	0%	10.25%	7.55%	11.01%
Long-Term English Learners	0%	2.21%	5%	3.38%
Socioeconomically Disadvantaged	14.29%	24.98%	18.96%	26.19%
Students with Disabilities	0%	12.54%	4.44%	13.1%

As shown above, in comparison with the state Invictus had a lower percentage of students scoring on or above grade level both schoolwide and for each student group, other than Long-Term English Learners in 2024-25. While the local comparisons of math performance, shown below, demonstrate Invictus' effectiveness with its student population, math continues to be an area of focus, as noted later in this Petition. In addition, Invictus showed year over year improvement in math performance, resulting in strong growth compared to the state, as shown below.

**2023-24 TO 2024-25 GROWTH IN THE PERCENTAGE SCORING LEVEL 3 + 4 ON CAASPP,  
INVICTUS VERSUS THE STATE: MATH**

Student Group	2023-24 to 2024-25 Growth	
	Invictus	State
All Students	5.64%	1.76%
African American	2.29%	2.31%
Hispanic	5.11%	2.01%
English Learners	7.55%	0.76%
Long-Term English Learners	5%	1.17%
Socioeconomically Disadvantaged	4.67%	1.21%
Students with Disabilities	4.44%	0.56%

As shown above, when looking at increasing the percentage of students scoring levels 3 and 4 on the Math CAASPP, Invictus showed faster growth compared to the state both schoolwide and for all student groups, other than African American students - where growth was separated by less than one tenth of a percent. As described later in this Petition, Invictus will continue implementing its instructional program to ensure this growth continues across all student groups.

**2023-24 SCHOOLWIDE AND STUDENT GROUP PERCENTAGE SCORING LEVEL 3 + 4 ON  
CAASPP, INVICTUS VERSUS THE DISTRICT AND LOCAL MIDDLE SCHOOLS: ELA**

Student Group	2023-24				
	Invictus	District	DeJean	Helms	Soskin
All Students	41.05%	32.53%	10.9%	9.98%	20.84%
African American	38.47%	18.3%	0%	0%	11.76%
Hispanic	37.96%	20.4%	10.51%	8.68%	15.79%
English Learners	12.5%	4.92%	0%	0%	2.53%
Long-Term English Learners	0%	2.84%	0%	0.86%	3.92%
Socioeconomically Disadvantaged	41.94%	22.39%	10.79%	9.07%	16.44%
Students with Disabilities	16.67%	10.55%	2.5%	1.25%	2.08%

**2024-25 SCHOOLWIDE AND STUDENT GROUP PERCENTAGE SCORING LEVEL 3 + 4 ON  
CAASPP, INVICTUS VERSUS THE DISTRICT AND LOCAL MIDDLE SCHOOLS: ELA**

Student Group	2024-25				
	Invictus	District	DeJean	Helms	Soskin
All Students	41.63%	33.39%	10%	11.16%	19.3%
African American	33.33%	20.68%	5.26%	8.34%	3.33%
Hispanic	40.4%	21.52%	9.06%	9.36%	11.18%
English Learners	7.41%	4.17%	1.53%	1.66%	3.41%
Long-Term English Learners	0%	2.4%	1.23%	0%	0%
Socioeconomically Disadvantaged	39.61%	23.3%	9.78%	11.04%	15.41%
Students with Disabilities	11.11%	9.97%	0%	1.49%	4.76%

When comparing Invictus' performance on the ELA CAASPP with the District and comparison middle schools, in both 2023-24 and in 2024-25 Invictus demonstrated higher levels of performance than the District and every comparison middle school for schoolwide results and for every student group, other than Long-Term English Learners.

**2023-24 SCHOOLWIDE AND STUDENT GROUP PERCENTAGE SCORING LEVEL 3 + 4 ON  
CAASPP, INVICTUS VERSUS THE DISTRICT AND LOCAL HIGH SCHOOLS: ELA**

Student Group	2023-24				
	Invictus	District	Richmond	Kennedy	De Anza
All Students	41.05%	32.53%	26.94%	15.08%	27.06%
African American	38.47%	18.3%	7.14%	11.76%	21.43%
Hispanic	37.96%	20.4%	27.39%	14.14%	19.86%
English Learners	12.5%	4.92%	1.36%	1.92%	4.17%
Long-Term English Learners	0%	2.84%	1.79%	3.85%	15%
Socioeconomically Disadvantaged	41.94%	22.39%	28.38%	15.59%	27.94%
Students with Disabilities	16.67%	10.55%	8.57%	N/A	12.82%

**2024-25 SCHOOLWIDE AND STUDENT GROUP PERCENTAGE SCORING LEVEL 3 + 4 ON  
CAASPP, INVICTUS VERSUS THE DISTRICT AND LOCAL HIGH SCHOOLS: ELA**

Student Group	2024-25				
	Invictus	District	Richmond	Kennedy	De Anza
All Students	41.63%	33.39%	39.61%	15.69%	36.98%
African American	33.33%	20.68%	N/A	6.25%	33.34%
Hispanic	40.4%	21.52%	38.08%	17.72%	31.35%
English Learners	7.41%	4.17%	8.8%	0%	1.85%
Long-Term English Learners	0%	2.4%	9.76%	0%	0%
Socioeconomically Disadvantaged	39.61%	23.3%	39.06%	16.85%	34.36%
Students with Disabilities	11.11%	9.97%	20.59%	N/A	13.33%

Similar to the comparison with middle schools, when comparing Invictus' performance on the ELA CAASPP with the District and comparison high schools, in 2023-24 Invictus demonstrated higher levels of performance than the District and every comparison high school for schoolwide results and for every student group, other than Long-Term English Learners. A similar result was observed for 2024-25, although Invictus was the second highest performing school for English Learners while not outperforming two comparison high schools when looking at Students with Disabilities.

**2023-24 SCHOOLWIDE AND STUDENT GROUP PERCENTAGE SCORING LEVEL 3 + 4 ON  
CAASPP, INVICTUS VERSUS THE DISTRICT AND LOCAL MIDDLE SCHOOLS: MATH**

Student Group	2023-24				
	Invictus	District	DeJean	Helms	Soskin
All Students	13.75%	23.34%	4.38%	4.76%	10.58%
African American	12%	9.39%	0%	0%	4.55%
Hispanic	10.22%	12.46%	4.4%	4.28%	5.73%
English Learners	0%	5.08%	1.05%	0.89%	0%
Long-Term English Learners	0%	2.27%	1.59%	0.86%	2.13%
Socioeconomically Disadvantaged	14.29%	14.43%	4.09%	4.22%	7.83%
Students with Disabilities	0%	7.33%	5.13%	2.53%	0%

**2024-25 SCHOOLWIDE AND STUDENT GROUP PERCENTAGE SCORING LEVEL 3 + 4 ON  
CAASPP, INVICTUS VERSUS THE DISTRICT AND LOCAL MIDDLE SCHOOLS: MATH**

Student Group	2024-25				
	Invictus	District	DeJean	Helms	Soskin
All Students	19.39%	25.92%	4.08%	6.64%	11.76%
African American	14.29%	12.75%	0%	9.09%	0%
Hispanic	15.33%	14.92%	4.52%	5.88%	6.17%
English Learners	7.55%	5.54%	1.02%	2.04%	1.11%
Long-Term English Learners	5%	3.48%	1.23%	2.48%	3.03%
Socioeconomically Disadvantaged	18.96%	16.61%	4.21%	6.42%	9.25%
Students with Disabilities	4.44%	8.17%	0%	1.52%	0%

In 2023-24 Invictus' African American students outperformed the District and all three comparison middle schools. Further, the comparisons of the performance of all students, Hispanic students, and Socioeconomically Disadvantaged students shows Invictus outperformed all three comparison middle schools.

In 2024-25 Invictus observed strong gains in math performance, as previously detailed. In comparison, Invictus outperformed the District and all three comparison middle schools for all student groups other than Students with Disabilities. However, for all students and Students with Disabilities, Invictus outperformed all three comparison middle schools.

**2023-24 SCHOOLWIDE AND STUDENT GROUP PERCENTAGE SCORING LEVEL 3 + 4 ON  
CAASPP, INVICTUS VERSUS THE DISTRICT AND LOCAL HIGH SCHOOLS: MATH**

Student Group	2023-24				
	Invictus	District	Richmond	Kennedy	De Anza
All Students	13.75%	25.92%	6.72%	5.6%	8.27%
African American	12%	12.75%	0%	0%	7.5%
Hispanic	10.22%	14.92%	6.71%	5.94%	4.76%
English Learners	0%	5.54%	0.69%	3.33%	0%
Long-Term English Learners	0%	3.48%	1.82%	0%	0%
Socioeconomically Disadvantaged	14.29%	16.61%	6.6%	6.8%	8.42%
Students with Disabilities	0%	8.17%	0%	0%	0%

**2024-25 SCHOOLWIDE AND STUDENT GROUP PERCENTAGE SCORING LEVEL 3 + 4 ON  
CAASPP, INVICTUS VERSUS THE DISTRICT AND LOCAL HIGH SCHOOLS: MATH**

Student Group	2024-25				
	Invictus	District	Richmond	Kennedy	De Anza
All Students	19.39%	25.92%	8.58%	8.82%	12.33%
African American	14.29%	12.75%	N/A	12.5%	15.79%
Hispanic	15.33%	14.92%	7.97%	8.86%	6.19%
English Learners	7.55%	5.54%	1.64%	10.64%	3.77%
Long-Term English Learners	5%	3.48%	4.88%	7.69%	0%
Socioeconomically Disadvantaged	18.96%	16.61%	8.56%	8.24%	10.56%
Students with Disabilities	4.44%	8.17%	8.82%	N/A	0%

In 2023-24 Invictus outperformed all three comparison high schools for all students and for three student groups. In 2024-25, Invictus outperformed all three comparison high schools when looking at all students. For Hispanic students and Socioeconomically Disadvantaged students Invictus outperformed the District and all three comparison high schools in 2024-25.

## VERIFIED DATA

“Verified data” is defined in statute as “data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced.” (Education Code Section 47607.2(c)(1).) In November 2020, the California State Board of Education (“SBE”) approved the criteria to define “verified data” and the list of valid and reliable assessments and measures of postsecondary outcomes as required by Education Code Section 47607.2. These criteria and the list of assessments were both updated by the SBE in May, 2023. From the SBE-approved list of reliable assessments, the Charter School currently utilizes the California Assessment of Student Performance and Progress (“CAASPP”) data, displayed and analyzed above, and Measures of Academic Progress by NWEA.

## NWEA MAP

Students at Invictus complete the NWEA MAP assessment multiple times over the course of the school year, providing opportunities to measure student progress. In addition, regular assessments during the school year, coupled with strategically placed staff professional development (“PD”), allow Invictus teachers and staff to assess student learning, along with the effectiveness of instruction, and then make adjustments prior to the end of the school year. These frequent, during the school year data cycles allow for effective instructional practices to be expanded and students in need of support to be rapidly identified.

In the context of charter renewal, Invictus has provided the data below to show student growth in academic achievement from Fall, 2024 to Spring, 2025, capturing student growth for the 2024-25 school year.

In order to show student growth in alignment with the requirements for verified data, Invictus is using NWEA MAP's conditional growth index ("CGI"), as required. Each time a student takes the assessment, NWEA MAP assigns the student a projected level of growth, referred to as CGI. This projected growth varies based on the student's previous score, the time between assessments and the individual demographics of the student, as their growth is compared to a large database showing the results of similar students. A student who achieves exactly the amount of projected growth receives a CGI of zero (0). If a student grows more than predicted their CGI is positive, and if growth is below projections the CGI is negative.

According to NWEA, MAP's publisher, to show an approximate year's worth of growth, a student needs to achieve a CGI between -0.2 and 0.2. The below results show the schoolwide average CGI for reading and math achieved by Invictus students for the time frame noted. Some additional highlights for the testing cycle are included below each table.

#### **SCHOOLWIDE AVERAGE CONDITIONAL GROWTH INDEX FOR FALL, 2024 TO SPRING, 2025**

	<b>Reading</b>	<b>Math</b>
Is schoolwide CGI -0.2 or higher?	Yes, 0.1	Yes, 0.3

Schoolwide, for both subjects, Invictus achieved a positive CGI, well above the CGI of -0.2 required to show one year of growth. The average shown above was derived by taking the sum of the individual student CGIs and dividing by the total number of students with a CGI result. This strong, positive growth is also reflected in the results by grade level, which is shown below.

#### **CONDITIONAL GROWTH INDEX BY GRADE LEVEL FOR FALL, 2024 TO SPRING, 2025**

<b>Grade</b>	<b>Reading CGI</b>	<b>Above -0.2?</b>	<b>Math CGI</b>	<b>Above -0.2?</b>
7th	0.17	Yes	0.14	Yes
8th	0.31	Yes	0.23	Yes
9th	0.43	Yes	0.24	Yes
10th	0.59	Yes	0.03	Yes
11th	0.71	Yes	0.37	Yes
12th	0.56	Yes	0.31	Yes

As shown in the data above, in addition to Invictus' schoolwide CGI meeting NWEA's threshold for a year's progress from Fall, 2024 to Spring, 2025, six out of six tested grades (100%) achieved a positive CGI in both Reading and Math.

### CONDITIONAL GROWTH INDEX BY STUDENT GROUP FOR FALL, 2024 TO SPRING, 2025

Student Group	Reading CGI	Above -0.2?	Math CGI	Above -0.2?
African American	-0.1	Yes	0.6	Yes
Hispanic	0.2	Yes	0.3	Yes
White	-0.3	No	0.3	Yes
Two or More Races	0.1	Yes	0	Yes
English Learner	0.4	Yes	0.4	Yes
Reclassified Fluent English Proficient	0.1	Yes	0.3	Yes
Socioeconomically Disadvantaged	0.1	Yes	0.3	Yes
Students with Disabilities	-0.1	Yes	0.2	Yes

Looking at the 2024-25 MAP data in another way, all student groups showed one year of student growth, other than White students in Reading. Overall, seven out of eight student groups (88%) showed at least one year's progress in Reading and eight out of eight student groups (100%) met the requirements for one year's progress in Math.

As shown, the average CGI for Invictus was well above -0.2 in both Reading and Math for the time frame shown. Students, on average, made growth equivalent to one year or more of learning in Reading and Math. In addition, 61.6% of students showed growth in Reading and 67.3% of students showed growth in Math.

Overall, these results show Invictus met the criteria laid out for verified data and the Charter School "achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school."

Furthermore, as required for verified data to be valid, for each administration of NWEA MAP detailed above, at least 95% of enrolled students in tested grades completed the MAP exam. This participation rate was validated for Invictus by the Charter School's back office provider. Also, for context, each administration of MAP met the 95% participation rate threshold based on currently enrolled students at the time of the administration. Only students who took two MAP exams (Fall, 2024 and Spring, 2025) are included in the analysis in this section as two scores are required for a CGI to be calculated and for growth to be shown. Students who left Invictus following the Fall, 2024 administration, or who enrolled at Invictus after the initial administration, would not have two MAP scores and thus would not be able to show growth.

## OTHER MEASURES

### INVICTUS DASHBOARD LOCAL INDICATORS

Local Indicator	2022	2023	2024	2025
Basics: Teachers, Instructional Materials, Facilities	Standard Met	Standard Met	Standard Met	Standard Met
Implementation of Academic Standards	Standard Met	Standard Met	Standard Met	Standard Met
Parent and Family Engagement	Standard Met	Standard Met	Standard Met	Standard Met
Local Climate Survey	Standard Met	Standard Met	Standard Met	Standard Met
Access to a Broad Course of Study	Standard Met	Standard Met	Standard Met	Standard Met

As shown above, for the past four years Invictus satisfied each of the local indicators in the domains of Basics: Teachers, Instructional Materials, Facilities; Implementation of Academic Standards; Parent and Family Engagement; Local Climate Survey; and Access to a Broad Course of Study.

### NEXT STEPS, AREAS OF FOCUS FOR THE UPCOMING TERM

While it has achieved strong student outcomes since the annual Dashboard was restored in 2022, Invictus also demonstrated sustained progress on the Dashboard from 2024 to 2025. This was the result of a concerted effort at the Charter School to ensure student growth and achievement was maximized. The 2024 to 2025 Dashboard growth is summarized below. Invictus has also summarized some of the key areas of focus for the upcoming term to ensure student outcomes continue to improve. These efforts are also detailed in Elements 1, 2, and 3 of this Petition.

### 2024 TO 2025 DASHBOARD GROWTH

Indicator	2024	2025	Growth
ELA	-23.7	-18.3	5.3
Math	-107.6	-99.2	8.4
ELPI	34.6%	43.3%	8.7%
CCI	49.2%	64.2%	15%
Graduation Rate	93.5%	86.6%	-7%
Chronic Absenteeism	47.7%	33.1%	-14.6%
Suspension Rate	10.2%	8.3%	-1.9%

Given the effectiveness of the efforts taken by Invictus, as demonstrated above, several of the actions taken in the 2024-25 school year will continue into the new charter term to ensure results continue to improve.

## Improving Achievement in ELA and Math

While Element 1 of this Petition describes Invictus' Educational Program in great detail, specifically under the Curriculum and Instruction heading, there are a few practices highlighted here that are areas of focus moving into the new charter term to ensure student growth and achievement continue in both ELA and math.

Primarily, Invictus has data-driven systems which quickly identify what is and is not working with student learning, as well as which students are in need of support so that it can be applied immediately and move a student to grade level achievement as quickly as possible. Invictus has increased its menu of support for students who are achieving below grade level via its Multi-Tiered System of Supports ("MTSS") model. This includes specific strategies focused on ELs and special education students, as well as general, schoolwide approaches to support any student who may be struggling academically. MTSS results in tiered interventions and support available for students based on needs. These interventions typically involve either differentiated instruction (e.g. receiving support in small groups or via personalized learning) or additional time (e.g. credit recovery options and Invictus' homework center).

Support for teachers has also increased to ensure classroom instruction is as effective as possible. This includes Invictus providing professional development focused on students increasing their opportunities to explain what they are learning using academic language, in addition to demonstrating their learning. Invictus has also implemented the "GLEAM" professional development framework to ensure classroom instruction is: on Grade Level, Engaging, Affirming, and Meaningful.

Beyond schoolwide professional development, Invictus provides comprehensive instructional coaching for teachers. This support, while differentiated based on experience, ensures all teachers and classrooms receive additional guidance when it comes to improving instruction. Instructional coaches support teachers with establishing and managing classroom culture to hold high expectations for student behavior and academic outcomes. In addition, coaches act as a mirror for teachers so they can reflect on their practice. One example of this occurs when coaches monitor student grade distribution by course and incorporate this data into reflection and planning during instructional coaching sessions.

Overall, these combined practices of data driven instruction, increased support and interventions for students and a focus on teacher support for quality instruction, will lead to the continuation of improved student outcomes at Invictus. The Educational Program is fully detailed in Element 1 of this Petition and is rooted in effective practices from high performing schools across the country, as well as tried and true best practices implemented at Invictus.

## Improving English Learner Progress

Invictus' efforts to continue the progress observed on the 2025 ELPI focus on three areas. First, improving data driven practices with ELs that are specific to the ELPAC and ELPI. Second, ensuring teachers receive support tailored to EL growth. The third approach is focused on strengthening the school to home relationship for ELs and their families.

In terms of data driven practices, each summer, long before the annual Dashboard release, Invictus analyzes the prior year's ELPAC results and identifies growth targets for each returning EL. In addition, results are disaggregated by domain (Reading, Writing, Listening, Speaking) so support can be targeted based on the needs of individual students. During the school year, ELs are strategically grouped and support is intentionally scheduled to ensure

time in general education classes is maximized and EL specific support is paired with what is being learned in core classes. This has resulted in expanded access to Designated English Language Development supports based on student need. In addition, EL performance is consistently monitored throughout the school year so adjustments can be made to maximize growth.

Data on ELs' progress during the school year, including performance on NWEA MAP, is used to coach teachers to ensure student needs are being addressed and instruction is planned with the needs of ELs in mind. Teachers receive professional development and coaching on ways to differentiate for ELs, as well as review practices that have proven effective with the specific students in their classes, as well as those practices that have not resulted in student growth. This ensures there are daily, scaffolded opportunities to engage in Integrated English language development in every classroom

To reinforce Invictus' practices at home, the Charter School continues to provide access to instructional materials in students' home language. Further, Invictus communicates with families to improve student and family awareness of English Learner supports on campus, as well as to educate students and families on the relationship between ELPAC performance and the reclassification process.

### Improving Graduation Rate

Invictus has only experienced two graduating classes at the time this Petition was written, so it is consistently looking to improve how it supports 9th-12th grade students by ensuring they both complete high school and are prepared for success after graduation.

Invictus has a dedicated graduation success team focused on monitoring students who are at risk of not graduating on time. This team identifies at-risk students and consistently reviews: student progress to date; support and interventions applied, along with their effectiveness, and; family communication. The team meets regularly and ensures relevant action steps are identified for each student to ensure the opportunities to graduate on time are maximized. In addition, this team may identify teachers for classroom coaching to help them identify expanded opportunities for students to demonstrate mastery of standards-based assignments.

Invictus has also established a broad menu of support options for students to provide them opportunities to complete the coursework needed for an on time graduation. This includes, but is not limited to, the following:

- A dedicated space for students completing remediation and credit recovery as a means of offering on-campus time and support
- Seniors at risk of not graduating are enrolled in weekly Homework Center after school sessions to receive staff support with assignment completion
- Small group tutoring after school and during lunch is available to support seniors in need of additional intervention to pass their classes
- As needed, Invictus has opened campus during Spring Break for students who need time and a space to improve their grades
- Summer school is offered in June for seniors who still need to graduate

Invictus also enlists families to support students on the path to graduation. Families of seniors receive additional outreach such as: weekly message sent home (currently via the Dean's List communication platform) to ensure students are working to pass all their classes and

families are able to remind and encourage student effort; family conferences for seniors at a high risk of not graduating, which is followed by increased communication, and; proactive, increased communication with all students and families to build awareness about the need for students to be in good standing to participate in traditional senior activities.

The combination of a dedicated team of staff to monitor student progress, clear opportunities for seniors to receive additional support, and engaging families to support graduation efforts, have resulted in a strong graduation to date that Invictus will strive to continue to improve.

### Decreasing Chronic Absenteeism

Invictus has implemented a comprehensive, multi-layered strategy to significantly reduce chronic absenteeism and strengthen attendance. This approach is grounded in proactive family engagement, data-driven practices, and targeted student supports that make daily attendance meaningful, celebrated, and strongly reinforced.

A cornerstone of this work has been the launch and continuous refinement of the Phoenix Fire Society, an attendance incentive and mentorship program. This initiative pairs students with staff mentors who provide ongoing check-ins, goal-setting, and positive accountability. Students earn recognition and tangible rewards, including bonus free dress days, celebrations, and end-of-cycle prizes, by maintaining consistent attendance. The mentorship component ensures students feel seen, supported, and connected, addressing both motivation and underlying barriers to attendance. Participation in the Phoenix Fire Society has been particularly effective for students whose attendance patterns historically placed them at risk for chronic absenteeism. Further, because of the successes in 2024-25, Invictus expanded the program to high school grades going forward.

Attendance data is shared regularly with families, including through family newsletters, where Invictus emphasizes the importance of attendance, provides transparent updates, and offers strategies for sustaining strong attendance habits. These consistent touchpoints ensure families understand both the academic impact of chronic absenteeism and the supports available.

Staff also receive updated attendance data so they can positively reinforce strong attendance and engage in supportive, constructive conversations with students and families when concerns arise. This routine visibility has strengthened staff-family partnerships and ensured attendance is prioritized.

Invictus also strategically places high-interest events on days when data suggests a risk of lower attendance, such as days adjacent to holidays, long weekends, or major school events. This has resulted in improved attendance on days where dips have been observed. Additional incentives, including raffles, recognition programs, schoolwide competitions, and themed attendance challenges, further contribute to a positive and motivating culture of attendance.

Together, these initiatives have fostered a schoolwide belief that attendance matters every single day. By integrating mentorship, family partnership, data-driven decision-making, celebration, and strategic planning, Invictus has cultivated a robust culture of attendance, leading to a measurable decrease in chronic absenteeism and positioning students for stronger academic and social-emotional outcomes.

## Reducing Suspensions

Invictus has made substantial progress in reducing its suspension rate by implementing a comprehensive, student-centered approach that prioritizes relationship-building, restorative practices, and proactive support. These efforts reflect the belief that students thrive in environments where expectations are clear, responses to missteps are educational rather than punitive, and families are meaningfully engaged as partners.

A key strategy in this work has been the continued and expanded use of alternate means of correction, particularly through intensive restorative assignments and practices. When incidents occur, especially first-time offenses or minor behaviors, students engage in structured reflection activities, accountability conversations, restorative circles, and community-building sessions. These processes are designed to help students understand the impact of their actions, repair harm, and reintegrate into the school community with strengthened social-emotional skills and clearer expectations.

Invictus has further reduced suspensions by deepening staff–student relationships and leveraging these connections to proactively mentor students who may struggle with meeting expectations. By investing in rapport-building and consistent check-ins, staff are equipped to intervene early, de-escalate potential conflicts, and provide guidance before behavior rises to a level that would traditionally warrant disciplinary action. These relational foundations have been essential in preventing repeat behaviors and fostering student belonging.

Schoolwide culture initiatives also play a critical role in maintaining a positive environment that reduces the need for exclusionary discipline. Current programs focus on harmful language, respect, and anti-bullying, providing both students and staff with aligned language, expectations, and routines to support a safer, more inclusive community.

Invictus has also significantly increased the number of in-person conferences with families, ensuring that disciplinary responses are collaborative and comprehensive. These meetings allow for a better understanding of individual student needs, identify supportive interventions, and align on consistent expectations across home and school. Meetings typically start in August, before the school year begins, with students where historical data indicates a need for proactive support to ensure a strong start to the school year.

Together, these strategies have meaningfully decreased the suspension rate while strengthening the overall school climate. By prioritizing restorative practices, relationships, proactive education, and family partnership, Invictus continues to uphold a safe, supportive environment where students learn from mistakes, remain engaged in instruction, and grow as members of our community.

## CONCLUSION

As clearly demonstrated by the evidence above, the Charter School has provided an educational benefit to students during the current charter term as measured by evidence of both academic growth and comparative performance of students over the past several years. A charter petition renewed pursuant to Section 47607.2(b) (middle performing) shall be granted a renewal term of five years. Invictus meets the criteria for renewal as a charter school designated as middle tier and should be granted a renewal term of five years.

# Element 1: Educational Program



## Element 1: Educational Program

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

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

*“If the proposed charter school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements.” - (Education Code Section 47605(c)(5)(A)(iii).)*

### MISSION

Invictus Academy of Richmond prepares 100% of students in grades 7-12 to thrive in the colleges of their choice, solve relevant problems, and communicate with confidence.

### POPULATION TO BE SERVED BY THE CHARTER SCHOOL

Invictus enrolls a high-needs student population comparable to the demographics of the West Contra Costa Unified School District, where Invictus is located.

#### 2024-25 DEMOGRAPHIC COMPARISON

Student Group	Invictus	District	County	California
African American	11.7%	10.6%	7.8%	4.9%
American Indian/Alaskan Native	0.7%	0.2%	0.3%	0.4%
Asian	1%	9.9%	14.8%	10.1%
Filipino	2.2%	4.2%	4.1%	2.2%
Hispanic/Latino	74.4%	58.9%	38.6%	56.1%
Pacific Islander	0.5%	0.5%	0.6%	0.4%
White	5.2%	9.1%	24%	20%
Two or More Races	4.2%	6.3%	7.8%	4.8%
English Learner	27.8%	30.6%	16.1%	17.4%
Reclassified Fluent English Proficient	35%	15.1%	12%	15.7%
Homeless Youth	1.7%	1.6%	1.4%	4%
Socioeconomically Disadvantaged	81.1%	68.5%	45.6%	63.6%
Students with Disabilities	18.6%	14.8%	14%	14.2%

## RECENT, CURRENT AND PROJECTED ENROLLMENT

Grade	2024-25	2025-26	2026-27	2027-28	2028-29
7th grade	55	64	64	64	64
8th grade	75	58	58	58	58
9th grade	90	89	86	86	86
10th grade	59	71	77	77	77
11th grade	62	60	67	67	67
12th grade	62	57	59	64	69
Total	403	399	411	422	427

Invictus has chosen to locate its site-based program in WCCUSD as Richmond and surrounding communities have a high number of students who have not been academically successful in elementary school and strong parent demand for high performing, college preparatory middle and high school options. Invictus provides this option.

Invictus is committed to providing increased learning opportunities for all learners, and particularly student groups who have struggled academically and who have been low-achieving. Invictus' model is designed with best practices initially observed at nearly 40 high-performing schools across the country that serve historically underserved students and now refined over the Charter School's initial term following its opening in the Fall of 2018.

For students to thrive in the college of their choice, Invictus works relentlessly to ensure students are prepared, both academically and with the appropriate mindset, skills and habits, to succeed in college and other postsecondary options. The Charter School is committed to students completing the A-G course requirements to ensure students are eligible for admission to UC and CSU institutions.

Further, Invictus is committed to supporting the achievement of its students and, to the extent possible, supporting broader efforts within WCCUSD and across Contra Costa County towards the achievement of all students.

Invictus shall ensure it meets the annual requirements for both the minimum number of school days and instructional minutes. Where possible and allowed by available resources, the Charter School will strive to exceed the minimum requirements. The Appendix includes the Invictus academic calendar for 2025-26 and the Student and Family Handbook, which includes the current bell schedule.

## THE EDUCATED PERSON IN THE 21ST CENTURY

It is the Charter School's objective to enable students to become self-motivated, competent, lifelong learners.

Invictus is committed to equipping students with knowledge, skills, abilities, and mindsets so they may thrive in the changing economic and social landscape brought about since the turn of the century. In particular, the Charter School recognizes the growth of technology has catalyzed a shift in the skills and abilities most in demand in both college and the modern workplace. Invictus' program design is responsive to these modern demands, which are encompassed by the following programmatic elements.

### Students Develop Technological Literacy and Data Analysis Skills

The growing role of technology places an increased onus on schools to support students in developing technological literacy and data analysis skills. There is a growing need to provide students with exposure and understanding of computers and data because technological understanding and data analysis is increasingly indispensable to economic opportunity. Invictus' academic program is designed to provide students with a strong foundation in these topics.

### Students Can Quantitatively and Qualitatively Reason to Solve Interdisciplinary Problems Without Finite Solutions

Whereas the transmission of knowledge was a primary driver of schooling in the 20th century, the development of skills is taking precedence in the 21st, largely because the Internet has reduced the importance of memorization and regurgitation of facts. The modern workplace requires professionals to apply their learning in new contexts and be comfortable using their skills to navigate uncertainty. Invictus' instructional model is designed to meet these demands, with a problem-solving focus in all math and science classes.

### Students Can Use Evidence to Form and Defend an Argument to Diverse Audiences

Across professions, the ability to form and defend an argument is critical to opportunity, particularly in the age of big data. From classrooms to boardrooms, it is crucial that persons in the 21st century are able to consult a range of evidence and discern patterns and/or trends to form conclusions. Invictus believes in the importance of defending an argument across disciplines, and has designed coursework to match this ever-important need. At Invictus this skill is developed through class discussions and writing exercises across content areas and grade levels, including through Government & Politics courses.

Skills that students develop in argumentation and presentation are activated in core content courses. The foundation of English and history classes is text-based analysis. In English classes, students read seminal texts and analyze their content in the context of essential questions. In history classes, students synthesize historical documents to form arguments in response to historical questions. Through small group and class discussions, students hone their skills in crafting and defending arguments. Collectively and through coaching, students gain the knowledge, skills, and practice to make communication a strength that will support their success in college and beyond.

## HOW LEARNING BEST OCCURS

Invictus believes every child has a right to an excellent education. In order to deliver on this belief, Invictus has created a focused, achievement-oriented, and warm school culture through which students are able to grow academically and personally. In this environment, students can

develop the knowledge, skills, and habits needed to thrive in the college of their choice and have lifelong access to opportunity.

Based on experience to date and a study of high performing schools across the country, including those in California and in Richmond, there are seven core practices Invictus believes will be successful in placing historically underserved students firmly on the path to college.

When successfully executed upon, these beliefs ensure achievement of the mission of the Charter School: students who thrive in the college of their choice, solve relevant problems, and communicate with confidence.

### 1. Great teaching drives student learning.

- The importance of teacher quality to student learning is indisputable and carries with it a host of impacts. Stanford Professor Eric Hanushek has estimated that an even slightly better than average teacher (one in the 60th percentile instead of the 50th percentile, as measured by year-over-year gains in student test scores) raises the lifetime income of each student in their class. Across multiple teachers over multiple years, this effect becomes sizable for students. Thus, Invictus works tirelessly to recruit, train, and retain strong teachers. The recruitment and retention of teachers is discussed in Element 5 while the training of teachers is discussed in the professional development section later in this element.

### 2. Students learn and grow most in a rigorous, relevant, data-driven college preparatory curriculum that supports student growth.

- Students must have exposure to college preparatory work to enter college ready to excel. To that end, Invictus uses a proven, consistent core curriculum that is increasingly aligned with the applicable state standards, including the Common Core State Standards (“CCSS”), Next Generation Science Standards (“NGSS”), History-Social Science Framework, English Language Development (“ELD”) Standards, and the remaining State Content Standards (collectively, the “State Standards”). The Charter School aligns the end-of-year and quarterly benchmark assessments to match the depth and breadth of the State Standards. In accordance with the State Standards, students will regularly read complex fiction and non-fiction texts, form arguments using textual evidence, solve multi-step word problems, and test hypotheses using scientific research and data.
- For 100% of students to graduate from high school prepared to thrive in college and beyond, Invictus closely and regularly analyzes student data to better target instruction, ensuring the ability to meet the learning needs of all students across all subgroups. Invictus teachers administer standards-based daily, weekly, quarterly, and end-of-year assessments.
- In addition, the Leadership Team (“LT”), in concert with school leadership, is responsible for conducting classroom observations, monitoring student data, and developing targeted instructional professional development. This requires the

Charter School to be responsive to both qualitative and quantitative measures of student achievement.

### 3. Students are regularly challenged to think critically and problem solve creatively.

- To develop critical thinking and problem solving skills, Invictus challenges students academically and requires students to apply their knowledge and skills, to defend their positions using evidence, and to solve problems without finite answers. This approach rewards critical thinking and analytical capacity, ensuring students:
  - Engage in meaningful challenges
  - Have open access to resources
  - Grapple with problems and ideas, often for extended periods of time
  - Learn to recover from mistakes and failure
  - Form their own point of view
  - Engage in frequent debate
  - Collaborate
  - Display accomplishments publicly
  - Work hard because they are intrinsically motivated
- With an intentional focus on critical thinking, by the time students at Invictus graduate in 12th grade, their higher order thinking skills will have them prepared to engage in college level coursework. As a result, in college and beyond, students will be equipped with the quantitative and qualitative reasoning skills to solve relevant problems across various disciplines.

### 4. Intentional use of technology to personalize student learning.

- All Invictus students are provided with Chromebooks and a pair of earbuds (headphones) to support equitable access to digital learning tools and resources. The Charter School intends to maintain, at minimum, a one-to-one ratio of students and Chromebooks (or equivalent device) going forward. This ensures every student can engage in online research, collaborate on projects, and access digital curricula, enhancing their ability to develop 21st-century skills.
- Staff receive ongoing professional development to effectively implement technology and the resources provided to students, including workshops on best practices in digital pedagogy, leveraging technology for differentiation, and using data from digital assessments to inform instruction. This comprehensive approach ensures both students and staff are equipped to thrive in a digitally driven educational environment.
- Strategic and thoughtful use of technology can shift the cognitive load from teachers to students when used appropriately. Below are three examples of methods technology will enhance instruction and therefore student outcomes at Invictus:

- **Empowering teachers to use real-time data:** Instant response systems, such as the platform IXL, allow teachers to check students' understanding individually and via class-wide data in real-time. By supporting teachers in identifying precisely which students have grasped a concept and which are still struggling, teachers can tailor their instruction to the needs of their classes immediately and address any whole-class misconceptions. This also allows teachers to identify and address individual misconceptions with students who are struggling with specific concepts during class, based on data.
- **Empowering students to learn at their own pace:** Programs like Khan Academy and Edpuzzle allow students to work on content, particularly in math, appropriate for their skill level. Students learn best when tackling work that is within this "zone of proximal development," the level at which work is appropriately difficult for a given child. In large classes in which students are at widely varying skill levels, providing appropriately difficult work at each skill level can be challenging. This is especially relevant in 7th grade because students will arrive at Invictus with varying levels of content mastery and skill. Thus, Invictus uses a blended approach that includes blending technology with more traditional materials. This provides students opportunities to work at the appropriate level, ensuring they can grow academically as quickly as possible.
- **Providing students with more practice:** One of the major advantages of technology is it enables students to get more practice and personalized feedback compared to when a class of students is tied to the same pacing. When students complete a problem or a response, the online program enables them to move on to the next item, rather than having to wait for the rest of the class to progress together at the same time. In addition, the same software used in class can be made available after school or at home, including on mobile devices, so students can seek out extra practice when they need it. To ensure this practice is meaningful, teachers have access to and training with effective software platforms to provide students with practice when appropriate.
- **Accountability:** While Invictus provides devices for students and implements learning through the use of educational technology, there is a need to ensure students stay engaged and on task. Tools like GoGuardian enable Invictus teachers to monitor student activity in real-time, allowing them to hold students accountable while working online. Invictus leverages GoGuardian to track progress, provide timely redirection and ensure a productive learning environment. The intentional monitoring fosters a balance between student autonomy and accountability as students gradually increase their ability to self-monitor and prepare for the expectations of college.

Invictus is also accountable to students, including having the responsibility of providing devices to students as outlined above. Invictus is further responsible for any required adaptive technology for students with disabilities as outlined in their individualized education program (“IEP”).

5. **Students thrive within purposeful structures that cultivate strong academic habits.**

Students’ academic and personal habits are just as critical to their success in college and in life as their academic knowledge and skills. To develop these habits, Invictus pursues the following:

- **Consistent classroom routines & systems:** Invictus’ classroom management systems are based on the Uncommon Schools *Getting Better Faster* practicum and are practiced by staff during Summer Professional Development. This, coupled with other Positive Behavior Interventions and Supports (“PBIS”) systems, ensures students experience consistent learning environments that recognize strong academic habits, while providing coaching in areas where students need to improve.
- **Opportunities to receive learning support:** in High School, Invictus currently offers a “homework center” to provide a space for students to get support with homework and form study groups. This space is mandatory for some students, and optional for others. Teacher office hours are also available for students seeking support with assignments. Middle school students have personalized learning as part of their schedule, as described below.
- **Goal Setting support:** Prior to state and MAP assessments, Invictus currently shares the projected growth on the assessment with students and encourages students to set their own goals, building investment in their own learning progress.
- **Equitable Grading:** Currently, Invictus follows the *Grading for Equity* guidance. Instructors utilize grading practices that provide students the opportunity to redraft their work and improve their learning outcomes. Currently, before final exams students are offered class time for “previsions” to give the students every opportunity to be prepared for their exams, learn study skills, and experience what it is like to study for cumulative college exams.
- **Practice Advanced Placement Exams:** Currently, students in advanced placement (“AP”) classes are required to sit for at least one practice AP exam across all subjects. This develops students’ test-taking skills and strategies, and informs their preparation for the full AP exam, which can result in earning college credit with a high enough score.
- **Intentional Scaffolding:** To support the development of academic habits, Invictus intentionally scaffolds academic expectations of students throughout their middle and high school years. Currently, the PBIS system supports students in the development of soft skills such as organization, punctuality, and teamwork. The Dean’s Office provides varying tiers of support to identified students, for

example using scorecards, to focus development on identified personal and/or academic habits. Academically, teachers also utilize a variety of learning modes such as independent, paired, and group work to not only scaffold the learning experience, but provide the opportunity to work collaboratively on projects in preparation for college.

- **Purposeful and gradual release of responsibility over time:** Students thrive in structured environments. At the same time, structure must be released over time, so students learn to take ownership and accountability for their own trajectory as they move towards the independence required of post-secondary students. Gradual release of responsibility occurs as (1) students progress through Invictus, for example receiving increased or different homework assignments or use of teacher office hours, (2) across a unit of work, and (3) within individual lesson experiences.

For example, in math, as students progress through the grade levels at Invictus, they are coached on how to take effective notes. In middle school (7th and 8th grade) this process is more guided, using writing frames and filling in blanks or teacher modeling; by 10th grade teachers are monitoring students notes but writing frames are no longer used; by 11th and 12th grade students have autonomy over the notes they take.

An example of gradual release of responsibility within a lesson can be seen in the “I do,” “We do,” “Peers do,” “You do” sequence. First in the “I do” the teacher models how to annotate a quote from the text on the document camera; then, in the “We do” students make suggestions for the quote annotations using mini-whiteboard or verbal feedback; next, for “Peers do” students work together to annotate a new quote from the same text; finally, in the “You do” students annotate a new quote independently.

## 6. Students experience greater success when they exist as part of a caring community.

Invictus recognizes motivating students to put forth their best effort is a major part of their success in school. To support students in their development of character and community identity, Invictus has created space for teachers and students to explicitly engage in dialogue, reflect on their experiences to date, discuss goals and progress made toward set goals, as well as what postsecondary success means to them. All of the above is a key function of the high school Advisory program, an alternating program with Phoenix Society (detailed below). In high school Advisory, advisors lead students in lessons that spur critical conversations around their future, preparation for college, exploring postsecondary options, students’ values and goals, and about key life skills required to be successful after high school. Skills addressed in the Advisory curriculum are shown below.

## ADVISORY THEMES BY GRADE LEVEL

Grade	Advisory Theme
7th & 8th	Social-Emotional Learning to Support Safe and Inclusive Communities <ul style="list-style-type: none"> <li>• Self-awareness and self-control</li> <li>• Inclusive language and practices</li> <li>• Bullying</li> <li>• Diversity</li> </ul>
9th & 10th	College Knowledge & Preparation <ul style="list-style-type: none"> <li>• College and career exploration</li> <li>• Understanding their postsecondary options</li> <li>• Understanding the importance of their high school resume</li> <li>• Introduction to general college and career terms</li> </ul>
11th	College Knowledge & Preparation <ul style="list-style-type: none"> <li>• College exploration and more in-depth research</li> <li>• Preparation for college applications (college lists, college essays, etc.)</li> <li>• Understanding financial aid</li> </ul>
12th	Financial Literacy & Real-World Skills

Advisory is a dedicated, values-driven space for students to develop a sense of community and soft skills. In this way, students are supported to think more critically about themselves, others, and their futures, and what habits will allow them to succeed.

### 7. A structured, joyful school community allows students and staff to thrive.

Invictus believes a structured and joyful school community aids students' academic pursuits as well as in the growth and development of staff. Invictus is committed to continuing to develop a school culture that values the strengths of individuals as well as the collective group within a structured and joyful community. This kind of environment is established by celebrating student and staff success, openly showing gratitude and appreciation for one another, and building a culture that rests on positivity. For both students and staff, this culture is critical, as it is shown to have strong positive effects on intellectual, social, and physical well-being. Three key components for establishing and maintaining this environment include:

- **Phoenix Society:** Biweekly, the Charter School comes together, in a common space, for Phoenix Society. Middle and high school students currently have separate meetings. At each meeting there are community building activities, as well as a celebration of Students of the Week by grade level. When appropriate, these meetings may also serve to showcase student talents in art, music, or other potential enrichment areas.

Phoenix Society is a community building space that celebrates Invictus' core values through the "Phoenix of the Week." Teachers nominate students for this award who demonstrate strong academic habits and Invictus' core values that week. Such values include, for example, productivity, purpose, and growth in learning. In high school Advisory students also learn about topics such as "college knowledge" and financial literacy to prepare them for life after Invictus

and their future academic careers. Students are supported to think critically about themselves, others, and their futures, and what habits will allow them to succeed.

- **Embedding of core values:** Students are also challenged to exhibit core values in classroom authentic settings, complementing explicit discussion of core values in Advisory and Phoenix Society. These are recognized through Invictus' PBIS system (e.g. semester awards evenings, Phoenix of the Week award). Invictus believes these traits will live with students well beyond their time at Invictus, enabling them to be prudent in their decision-making, resilient in the face of professional and personal obstacles, and successful in their careers.
- **Discipline system rooted in restorative justice practices:** Invictus has an environment that is both warm and strict; in other words, staff strive to foster a high challenge and high support environment for students. This mix is accomplished through a discipline system that emphasizes positive reinforcement and praise. Teachers are trained to set clear expectations and give clear directions, looking to positively narrate students who meet expectations before correcting those who are not. Additionally, staff are trained in having positive, restorative conversations with students who violate classroom norms and/or expectations.
- **A purposeful system of recognition and corrections for students:** In alignment with the top schools in the country, Invictus employs a system tied to student rewards and consequences. Recognition for achievements and positive behaviors are given to students publicly, joyfully, and using words that link each recognition to one of the Charter School's core values. For example, a teacher might say, "You're receiving a recognition for kindness - offering help to a peer strengthens the community. Thank you." By contrast, corrections are administered quickly, calmly, and, whenever possible, privately. One of the major advantages of this system is that it enables the Leadership Team to track data regarding recognitions and corrections, with an aim to observe more recognitions than corrections. Through a combination of quantitative and observational data, Invictus ensures school culture is positive while maintaining high expectations for student conduct.
- **Robust support and appreciation of staff:** For Invictus to achieve its mission, it must be a place where staff are supported and appreciated. This type of work environment aligns with the Charter School's core values and will help attract top talent. At the outset of each weekly professional development session, time is given for staff to respond, as a whole group, to prompts that enable staff to learn more about one another, recognize a colleague, or express gratitude. One of the prompts carries over across all meetings: "Express gratitude for or recognize another staff member." In addition, a current practice is for staff to nominate their colleagues who demonstrate Invictus' core values in the weekly professional development ("PD") survey for a Phoenix of the Month award.

During Staff Appreciation Week, gratitude is shown for the tremendous efforts of staff in a variety of ways each day. For example, staff have received individually recorded messages from students for whom they have positively impacted. In addition to personal recognition, Invictus ensures staff is supported

professionally. Each semester staff complete an anonymous survey modeled upon research-backed survey items. Responding to survey data is the responsibility of administration. The Principal also offers one-on-one check-ins with every staff member each year to ensure all voices are heard and all staff concerns are addressed.

- **Invictus engages families as partners in this work:** To reach the mission of 100% of students thriving in college, family involvement is critical. Family involvement in school has been correlated with higher student grade point averages, better performance on standardized exams, enrollment in more rigorous coursework, higher attendance rates, and better behavior in school.

Invictus holds an orientation at the beginning of the year to provide information to families to support their student's success in school. During the academic year, Invictus communicates with parents at least once per week, holds at least one family event each month, and has parent conferences each semester. Through these strategies, Invictus aims to engage families as partners and respect the importance of their voice.

In addition, each family will receive information on how to complete and submit the Free Application for Federal Student Aid ("FAFSA") or California Dream Act Application annually, each year the student is enrolled. This notification occurs through the annual notice included in the Student and Family Handbook. This notice includes a link to the relevant websites which provide an overview of the financial aid application process, including key deadlines, eligibility requirements, and resources for assistance. Further, to support students and families with completing and submitting these applications, Invictus' Director of College Access provides one-on-one counseling to students and their families during their senior year.

## 8. Students learn to communicate confidently.

Confident communication is a critical skill for college-bound students, and it has been identified by numerous high school graduates as a gap that steepened their learning curve during their first year of college. Invictus' model is responsive to this need, and the instructional design is constructed to support students towards communicating with confidence to diverse audiences and for diverse purposes. The following structures and systems ensure students develop their communication skills, particularly public speaking, extensively.

- **Socratic Seminars:** Across classes, teaching staff are trained to execute Socratic seminars on a regular basis. At Invictus a Socratic seminar is defined as a formal, open-discussion rooted in text(s) in which the discussion leader asks open-ended questions and participants are free to share their views, backed by evidence. Responses offered in Socratic seminars are evaluated according to an objective rubric and scored for grading purposes. These discussions challenge students to build strong habits of reading and discussion, providing time and space for students to think critically, state and defend arguments, evaluate evidence, evaluate claims, and refine their viewpoints on critical issues. These discussions are possible across disciplines, but will be featured most prominently

in humanities classes. Socratic seminars can take multiple forms at teachers' discretion.

- **Academic Discourse:** Across disciplines and embedded in lessons, students develop communication skills through structured discussions such as Turn and Talks, partner discussions and guided practice. These activities create opportunities for students to articulate their reasoning, ask clarifying questions and respond to a different perspective. In math classes for example, students are selected to present their solutions to the class, justifying their approach and responding to peer questions to strengthen their understanding and communication skills.
- **Class Presentations:** Across content areas, students will be asked to present work to the whole class, which will take multiple forms. For example, in English classes, students might develop and deliver a presentation that synthesizes a research paper they have written. In science classes, students might deliver a similar presentation on a recent lab experiment they conducted in class. Teachers may also opt to have students deliver informal presentations.

## CURRICULUM AND INSTRUCTION

Invictus' mission is to educate students so that 100% of students thrive in the colleges of their choice, solve relevant problems, and communicate with confidence. The Charter School's curriculum and instructional approach is designed specifically to ensure achievement of this mission.

Invictus aligns curriculum to the State Standards. The academic program is built to match the rigor and depth of the California curriculum frameworks in all subjects such that Invictus provides students with the knowledge, skills, abilities, and beliefs needed to be successful in college and beyond. To successfully execute on these goals, Invictus vertically aligns courses to ensure students meet new challenges each successive year through rigorous curriculum. The rigor of the texts students read increases as they transition from one grade to the next. This approach ensures students experience consistent practice with key skills that transcend individual disciplines and they are accountable for continuously improving as they progress through school. Teachers are provided a scope and sequence for each course. Teachers may make adjustments in their pacing relative to the scope and sequence over the course of the school year in response to student data, but their adjustments will be anchored by the interim and summative assessments, which serve as tools with which to backwards plan instruction.

Invictus strives to horizontally align courses in the same grade that complement one another. This high degree of alignment extends from assessments to the lesson planning approach. Each unit in a course leverages formative and summative assessments built using the relevant State Standards. Assessments have a variety of modes. For example, teachers utilize quizzing, spoken presentation, and written responses to allow students to demonstrate mastery. Assessments are designed as benchmarks to support students towards mastery of the State Standards to be covered by the course over the school year.

At the outset of the school year, teachers provide a syllabus to students and parents that communicates course content, grading policy and summative assessments - including guidance about the semester finals. This practice aids in making Invictus' bar for student achievement clear.

Invictus' curriculum units and assessments are aligned with the State Standards as the benchmarks for student mastery. Equipped with these aligned assessments and a scope and sequence, teachers are responsible for creatively designing and backwards planning unit and daily lesson plans in accordance with their grade and subject level standards. Teachers have access to their assigned Director of Curriculum and Instruction ("DCI"), their coach, if applicable, other support staff, as well as exemplar grade level lesson plans and unit documents that are provided at the start of the school year. These resources are intended to support teachers in (1) focusing their attention early in the school year on building strong class culture and (2) developing a clear understanding for the level of rigor and detail expected in future unit and lesson plans. Teachers work with their assigned DCI and, if applicable, coach to hone their unit and lesson planning skills, ensuring that both provide students with the rigor and support necessary for them to be on the path to success and college readiness. Teachers not only engage in weekly professional development, but also meet regularly with their DCI and department teams to review curriculum content and methodology to ensure students are supported in their quest for mastery.

## Instructional Practices

Invictus' core pedagogical approach extends from the Charter School's own experience as well as studies of nearly 40 high-poverty, high-performing charter schools across the country. When observing the details of each school and the key drivers for student achievement, several trends emerged. Chief among these was teachers are trained to deploy a specific set of techniques to manage their classes effectively, engage students in learning, and execute rigorous lessons.

Like many of the strongest schools in the country, Invictus' instructional focus shifts over the course of the school year. During Summer Professional Development and coaching over the first month of the school year, the focus with teachers is on supporting the establishment of a strong class culture. The techniques practiced during this period center on classroom management, routines and procedures, and setting high expectations for student achievement. The techniques below are the focus during the first six weeks of classes. These techniques are still reflected on after the first six weeks, especially for newer teachers to ensure a strong foundation for teaching and learning.

### SAMPLE OF INSTRUCTIONAL FOCUS AREAS FOR THE FIRST SIX WEEKS

Skill	Description	Example
100%	Using a variety of techniques, teachers ensure that 100% of students are on task 100% of the time.	The teacher asks students to put down pencils and one still has a pencil in hand. The teacher uses either a nonverbal or verbal reminder to ensure 100% of students are meeting expectations.
Sweat the Details	An approach in which teachers identify and address instances in which students fall short of expectations, including minor ones.	Teachers set an explicit goal for how long it should take for students to pass papers and practice the procedure with students.
No Opt Out	Students who are unable to answer a question are supported to attempt an answer; there is never a situation in which a student is	A student is unable to respond with the correct answer to a teacher's questions. The teacher will provide cues and hints to the student until they arrive at the correct answer. If necessary, the

	passed over because they do not have an answer to a question.	teacher has another student respond correctly and calls on the original student again to repeat the correct answer.
Circulate	Teachers move through the aisles of the physical classroom, using proximity to support student engagement and looking over student work whenever possible.	The teacher has students complete a written check for understanding independently for two minutes. The teacher moves strategically through the aisles of the classroom during those two minutes looking at student responses to gauge student understanding.
Warm/Strict	Teachers exhibit both a caring and empathetic tone and demeanor while remaining firm in holding students accountable to high expectations.	The teacher has set the expectation that students raise hands before speaking, but one student calls out an answer to a question, earnestly forgetting to raise his/her hand. The teacher says, "[Student's name], your enthusiasm is fantastic, but I need you to raise your hand. Please try again."
Cold Call	All students are accountable to answering all questions; teachers may select a student who has not raised his/her hand to share an answer to a question at any time.	Following independent work time, the teacher calls students' attention. Instead of taking hands, the teacher uses popsicle sticks with students' names on them to select which student will answer each question. The teacher says, "What is the answer to number 1, [Student's name]?"

Once a strong class culture is established across the Charter School, it is possible for the focus of DCIs, coaches and teachers to shift towards increasing the rigor of instruction. This requires the use of techniques that challenge students to shoulder an increasing cognitive load in classes, articulate their answers in a college preparatory fashion, and hone their knowledge, skills, and habits. The techniques outlined below support this aspect of the Charter School's mission and teachers are actively coached on developing and mastering these techniques.

### FULL-YEAR INSTRUCTIONAL FOCUS AREAS

Skill	Description	Example
Check for Understanding	Teachers assess students' understanding during lessons in multiple forms, including by using questions scripted in lesson plans.	After reading a passage in ELA, the teacher has students write a summary at the bottom of their notes, share and improve their summary with a partner, and then calls on three students to share their answers with the whole class for evaluation.
Ratio	The amount of student voice and thought (relative to teacher voice and thought) in classes is maximized.	During a history lesson, the teacher orchestrates a debate around an essential question grounded in historical documents. The teacher makes time for students to respond to each other's views before intervening to push the conversation forward.
At Bats	Teachers should maximize the	During a math lesson, the teacher

	number of attempts they offer students to practice and master a given concept or skill.	includes multiple problems during independent practice so students can solidify their understanding with multiple attempts on each problem type.
Format Matters	Teachers consistently coach students around both their written and oral communication, including use of grammatically correct sentences and high-level vocabulary.	A student responds to a teacher's question, "They don't got no books" and the teacher intervenes by repeating the phrase. The student then knows to correct the phrase to, "They don't have any books."
Stretch It	Even when students provide the correct answer to questions, teachers challenge students to explain, defend, and justify their answers with follow-up questions.	During a science class, a student correctly identifies the density of an object in a given problem. The teacher follows up by asking the student to explain how they arrived at their answer and then asks how they would have approached the problem differently had they been given the density of the object and not the mass.
Right is Right	Teachers set a high bar for what constitutes a correct answer and are direct and clear in drawing the line between correct and incorrect answers.	A student provides an incomplete definition of a vocabulary word. The teacher says, "No, that is not the full definition. Let's expand to get the full answer" The teacher then executes strategies learned for "No Opt Out" to coach the student to the correct answer.

## Instructional Materials

Course offerings, curricular design, and instructional choices are grounded in psychological and educational research. Invictus selects instructional materials through careful analysis of a variety of curricula. The curricula at Invictus are thoughtfully aligned to the State Standards and provide a rigorous starting point for teachers to build upon. These instructional resources also fit with the instructional models employed in each of the subject areas, as outlined below.

## COURSE OFFERINGS

To achieve the mission and ensure students thrive in the colleges of their choice, solve relevant problems, and communicate with confidence, Invictus offers a set of courses for students consistent with the best practices of high-performing schools.

## English Language Arts

ELA at Invictus focuses on close analysis of texts based on essential, exploratory questions. The skills taught in ELA lessons are rooted in close analysis of texts and writing practice. Consistent with the belief in a gradual release of responsibility, teachers utilize a mix of whole class and small group text analysis as appropriate. Technology platforms such as IXL are used to support differentiated instruction and needs of diverse learners. Whole class text analysis

serves the crucial function of enabling teachers to model proper methods of analysis, while small group text analysis gives students crucial opportunities to practice and develop their analytical skills. For example, in ELA lessons, students currently engage actively in developing the following skills:

1. **Reading Comprehension:** Students master reading comprehension skills by reading grade level texts in pairs, independently, and as a class. Comprehension is supported by guided or verbal questioning from the teacher, or student talk scaffolds such as turn & talks.
2. **Small Group Reading:** In a small group of students with similar Lexile levels teachers deliver targeted instruction using a guided reading model. This may include instructional practices focused on phonics, fluency, and comprehension.
3. **Vocabulary:** During lessons or for homework, teachers explicitly make time for vocabulary instruction to build spelling, comprehension, and vocabulary skills.
4. **Grammar Work:** During lessons and via rubrics, teachers explicitly make time for grammar instruction and feedback. Platforms such as IXL are also used to support instruction and provide immediate feedback to students.
5. **Textual annotation and analysis:** Students read and annotate grade level texts in pairs, independently, and as a class.
6. **Scaffolded writing instruction:** Students engage with targeted, grade-level writing frames, rubrics, and exemplar texts in order to set high but supported expectations for written analysis.
7. **Speech & Debate:** Students engage in a variety of speaking activities during ELA classes to deepen understanding and debate interpretations of texts. For example, students may engage in a Socratic seminar, turn & talk, or give a class group presentation on their thesis statement in response to a prompt.

## Mathematics

Mathematics at Invictus is designed to cultivate strong problem-solving abilities, mathematical reasoning, and fluency with key concepts. Instruction is meant to follow a gradual release of the responsibility model, incorporating whole-class lessons, small-group discussions, and independent student practice to meet the needs of diverse learners. Whole-class instruction enables teachers to model and scaffold problem-solving strategies and mathematical reasoning, while small-group work fosters peer collaboration, rich classroom discussions and targeted intervention.

## Core Mathematical Competencies

Students at Invictus continue to work to develop the following essential skills:

- **Conceptual Understanding** – Emphasizing deep comprehension of mathematical principles, enabling students to flexibly apply knowledge in different contexts.
- **Procedural Fluency** – Ensuring mastery of mathematical operations and algorithms through consistent practice and reinforcement.
- **Problem-Solving & Critical Thinking** – Encouraging students to approach complex problems strategically, justify their reasoning, and explore paths to multiple solutions.
- **Data Analysis & Real-World Application** – Integrating statistics, probability, and real-life scenarios to help students see the relevance of math in everyday life.

- **Mathematical Communication** – Strengthening the ability to explain reasoning verbally and in writing using precise mathematical language.
- **Differentiated Learning & Technology Integration** – Leveraging digital tools, such as IXL, Edpuzzles, Desmos, and Khan Academy to provide personalized support, enrichment, and remediation based on student needs.

This multi-faceted approach ensures students build a strong mathematical foundation, preparing them for success in higher-level math and STEM-related fields.

## History and Social Sciences

Invictus believes understanding history is much more than memorizing facts. To support students in becoming true historians, history classes are currently anchored in Document-Based Questions (“DBQ”), which are assignments that require students to synthesize and evaluate several primary and secondary historical documents in relation to an essential question. To bring history to life and support the reading and writing components of Invictus’ approach, teachers leverage student voice and discussion, technology resources (such as Quizziz and video resources or documentaries), as well as questioning.

In this format teachers first introduce basic historical context through lecture, multimedia material, a historical simulation, or key readings. Next, students work in pairs to analyze a DBQ using close reading strategies and compose independent arguments taking a position in response to the DBQ in preparation for a class discussion. The teacher may model the reading, thinking, and annotation process out loud for the class, for example using the document camera, to model the process before gradually releasing responsibility to students. Prior to the whole class discussion, students may also have an opportunity to practice delivering their arguments in a small group discussion. A whole group discussion follows, with students’ responses being evaluated by the teacher according to a standard rubric. At the conclusion of the DBQ discussion, students compose either a persuasive paragraph or essay codifying their insights in written form, again evaluated by the teacher via a standards-aligned rubric.

Here is an example of this DBQ cycle: A case might expose students to the historical context surrounding President Harry Truman’s decision to use the atomic bomb in World War II and the essential question, “To what extent was the decision to drop atomic bombs on Hiroshima and Nagasaki justified, considering the potential loss of American lives in a ground invasion of Japan versus the civilian casualties caused by the bombs?” Students would engage with newspaper articles or firsthand accounts of the case, casualty estimates and relevant probabilities provided by national security agencies. Students would then be challenged to form a decision-tree using the source information to complete a scenario analysis to justify their own decision, as if they were in President Truman’s position. Students would then independently write their DBQ analysis in response to the given essential question. DBQs presented earlier in the school year will feature greater guidance and teacher direction, with a gradual release of responsibility occurring over the course of each school year. This model aligns closely with the State Standards, which requires students to read multiple pages of text that describe a scenario, discern relevant quantitative and qualitative information, and answer questions using that information.

This cycle of activities can take place over the course of a single class period or multiple ones, depending on the depth of the topic and richness of the discussion. Endemic to this model is the development of students’ habits of discussion. Teachers leverage questioning, sentence starters

and pair/small group work to ensure students build strong habits of discussion, learning to agree, disagree, clarify, step up, and step back as appropriate. Taken collectively, this model builds several college-ready skills, including the following:

- College style lecture note-taking
- Analysis of primary and secondary sources
- Construction of arguments using evidence
- Defense of arguments in class discussion
- Persuasive writing using facts and evidence
- Habits of discussion

#### HISTORY DOCUMENT BASED QUESTION MODEL

Step	Description
1	Lecture, Lecture Video, or Simulation
2	Teacher Modeling of Reading and Analysis Strategies
3	DBQ Analysis in Pairs
4	DBQ Discussion, Small Groups
5	DBQ Discussion, Whole Class
6	DBQ Paragraph/Essay Writing

### Science

Invictus' science classes are designed to meet the demands of the Next Generation Science Standards which emphasize students' learning to execute the scientific process with detail, test hypotheses, and analyze data for patterns and trends. Science classes feature frequent laboratory experiments, in which students form and test hypotheses authentically. Science classes are also employed as a platform for students to engage in rigorous reading of non-fiction texts, bolstering their literacy skills in a discipline outside of ELA.

In science classes, students are asked complex questions, required to form research-based hypotheses, and design experiments to test these hypotheses, all in accordance with the scientific method. This inquiry-based approach mimics upper-level coursework and moves away from teaching science as simply a body of knowledge. Taken together, the instructional design prepares students to apply their learning to solve relevant problems both in college and beyond.

Examples of lab experiment topics that teachers have facilitated with students include photosynthesis, bacteria plating and electric forces.

### English Language Development

The Charter School offers a designated English Language Development course designed to support students in acquiring English language proficiency. This course is aligned with the

California ELD Standards and adheres to the Common Core State Standards, ensuring students develop critical language skills across reading, writing, speaking, and listening. The curriculum focuses on building academic language, improving communication abilities, and preparing students for success in both content area learning and standardized assessments.

### Physical Education and Health

Students focus on improving their cardiovascular fitness, strength and flexibility, participate in personal fitness activities, individual sports, and team sports. In addition, students will analyze their health and well-being in regard to fitness, disease, abuse, prevention and awareness, communication, as well as family and environmental health. Students will have an opportunity to personalize assignments in order to reflect and develop plans that will foster health habits.

### Personalized Learning

Currently in the middle school grades Invictus also offers a Personalized Learning (“PL”) block. This time is designed to give students more practice at foundational skills in reading & math, utilizing platforms such as IXL to target areas of student growth. The PL block will be refined as needed to ensure it is as effective as possible.

In 7th grade, a dedicated PL teacher focuses on foundational skills in reading and math. For example, the teacher may split their time equally between independent reading with fluency tracking, and then paired or targeted math practice using a variety of methods. In 8th grade, PL lesson rotation and planning sequence is designed to support the work happening in students’ core classes. For example, students may read independently for a portion of time, and then move into redrafting an exit ticket based on an exemplar and rubric. Another example finds students engaging in dedicated grammar and vocabulary practice time based on a non-fiction text to prepare them for success on upcoming assessments.

Further, during PL time, 7th and 8th grade students have access to the Invictus library, which is organized by genre, to encourage strong reading habits from an early age. Students read a self-selected book independently using the school library and assess their comprehension by completing reading check-ins with their teacher.

### Phoenix Society and Advisory

Strong student-teacher relationships are associated with higher academic achievement and growth for students. Invictus’ Phoenix Society and Advisory periods are designed to ensure adults and students form strong, positive relationships and a sense of belonging at school. Phoenix Society and Advisory occurs in both the middle school and high school. This allows the distinct grade levels to come together and celebrate achievements and build lasting bonds.

In middle and high school, students benefit from a variety of topics that are explored in Advisory, including information about college and careers. Advisory uses an established curriculum which frees teachers to devote their time to supporting students individually.

## ASSESSMENT SYSTEM

To achieve its mission, Invictus must measure student progress thoughtfully and precisely. The Charter School believes data must drive instruction for instruction to be excellent. As a result,

Invictus collects student achievement data frequently and systematically. Analysis of data informs instruction, professional development, and communication with families and students regarding performance. Invictus relies on a variety of types of assessment results, as well as both quantitative and qualitative data to drive decisions within the Charter School. Through rigorous analysis of this data, teachers develop a complete picture of areas of strength and areas for growth, taking action to close gaps whenever and wherever they occur. Invictus believes in grading for mastery and for equity. The Charter School's data driven practices are further detailed later in this Petition.

## **HIGH SCHOOL GRADUATION REQUIREMENTS**

Invictus' current high school graduation requirements are designed to ensure all students meet the admission requirements for UC and CSU campuses and are academically prepared for competitive, four-year colleges and universities. Invictus' graduation requirements require all students to meet the A-G requirements for admission to schools in the UC and CSU systems. Students must earn a grade of C- or higher to receive credit for a course, or "Credit" where applicable. The graduation requirements are included in an Invictus Governing Board adopted graduation policy, which will be periodically reviewed and updated by the Board as needed. This policy is in the appendix and becomes effective with the beginning of the term of this Petition.

## **TRANSFER STUDENTS**

Transfer students are provided the opportunity to access the Invictus academic program and fulfill graduation requirements. Course credit earned at other high schools by transferring students will be recognized and accepted by Invictus as fulfilling graduation course requirements and A-G requirements when applicable. Students, as needed, will be provided with support in accessing remedial classes through a variety of modalities including summer school, community college courses or alternative remedial academic programming. If needed, students transferring to Invictus after the ninth grade with inadequate transfer course credits to reasonably fulfill Invictus' graduation requirements by the completion of the twelfth grade will be supported so they can fulfill the A-G requirements prior to graduation.

## **SPECIAL POPULATIONS**

Invictus is for all learners, regardless of zip code or background. To that end, the Charter School is intentional about designing school structures and supports to ensure all students and student populations receive an excellent education. Invictus enrolls an overrepresentation of students in the following student groups: English Learners, including students reclassified as fluent-English proficient, historically underserved racial minorities, low-income students, foster youth, homeless youth and students with special needs. Invictus also enrolls students achieving above and below grade level, with a far greater percentage in the latter classification. The following curricular and instructional design features intentionally support these students:

- **Strategic Use of Technology:** Invictus uses technology intentionally to meet all students' needs. Technology resources at Invictus are aligned with the instructional program and designed to, at minimum, meet state assessment requirements. Teachers utilize instant response systems, which empower them to check students' understanding in class and instantly respond to data. This responsive system prevents teachers from moving on if and when there are significant misconceptions. These systems also provide teachers with student-level data, so teachers can quickly identify precisely which students to offer extra support during lessons. In addition, support programs such as

video-creation software (Edpuzzle) ensure students get immediate, precise feedback as they work through content.

Invictus continues exploring opportunities to further align technology resources with its instructional program. The current student to computer ratio is 1:1, ensuring every student has access to a chromebook for daily learning. Secure browsers are installed on all student devices to ensure they are ready for state testing, NWEA MAP and additional online platforms. Additionally, teachers receive ongoing professional learning to integrate technology effectively and to encourage classroom engagement with rigorous academic content. Collectively these efforts aid in preparing students for online state assessments and for future success in a technology immersive world.

- **Phoenix Society, Advisory and Parent Communication:** Invictus recognizes motivating students to put forth their best effort is a major part of their success in school. As a result, Phoenix Society and Advisory time is utilized to help students set and monitor academic goals. Communicating regularly with families to reinforce students' goals at home is also prioritized. Invictus hosts one parent/teacher conference each semester, communicates with parents at least once per week, and hosts monthly events to build relationships with families. Invictus believes these forms of purposeful communication align the motivational messaging to students to encourage them to invest themselves fully in their schoolwork.

### Plan for Students Performing Above Grade Level

Invictus is responsive to the needs of all students, including those identified as performing above grade level. Currently, a student will be identified as high-achieving if their performance on the NWEA MAP assessment is at or above the 75th percentile compared to peers nationally in English and/or math. In support of Invictus' achievement-orientated school culture, during twice yearly family conferences, staff engage with students and families to set strategic and individualized goals to extend student learning and achievement. Goals for students performing above grade level may include completing extension or challenge exercises in class or taking on student leadership opportunities with peers within the classroom.

Students performing above grade level are challenged at Invictus. The program ensures these students have ample opportunity to learn at an appropriate pace, complete courses of college-level rigor, and explore interests and develop skills outside of core content.

- **Differentiated instruction:** Invictus courses are scaffolded with rigorous grade-level material as the starting point. Teachers receive professional development and work one-on-one with their instructional coach to continue honing how to account for the needs of all students, including students performing above grade level, in the classroom. Planning for the needs of all students includes leveraging self-paced and deliberately constructed small-group work as well as whole-class instruction. For example, self-paced sections of middle school math and English experiences utilize software programs such as IXL, Edpuzzle, and Khan Academy to target instruction that are adaptive to student mastery level. Setting self-paced work allows the teacher to then work as the scaffold for a small group of students working on the same skill, such as reading comprehension. Another example would be setting extension or "challenge" activities in humanities, leveraging Bloom's Taxonomy, to push students' critical thinking. A whole class example would be annotating a challenging text by chunking learning into

teacher modeling using the document camera, students engaging in a paired attempt, and then an independent attempt. Through this mixed instructional model, students can navigate through content and receive small group instruction on challenges that are appropriately leveled to match their mastery level.

- **A robust offering of Advanced Placement courses:** Advanced Placement courses represent rigorous, college-level work available to students in high school. Students may opt into AP courses based on their preparation and interest level, enabling them to sample college-level content across disciplines. Students are also permitted to take an AP test even if they have not taken the associated course.
- **Dual enrollment in community college courses:** Students have an opportunity to participate in courses offered at local community colleges while still enrolled in high school. For some, this opportunity permits them to accelerate their course progression, supporting them to be academically ready for additional challenging courses.
- **Opportunities to engage in a variety of electives:** Beyond core-content classes, and those core courses required for graduation, students have access to a variety of elective courses in math, science, ELA, history and social sciences, social-emotional learning and wellness, and visual and performing arts. These elective courses offer students the opportunity to develop new skill-sets through different challenges, including speech and debate, journalism, dance, coding, and digital arts.
- **Personalized Learning Block:** in the Middle School, students have Personalized Learning, currently daily, and engage in individualized skill work in reading and math. Teachers leverage technology such as IXL to build individualized plans for students to practice with.

### Plan for Students Performing Below Grade Level

Invictus is dedicated to serving all students, especially those student groups who have historically been underserved. To ensure equitable access to an excellent education for all students, Invictus utilizes the MTSS framework used by the state and district to monitor and intervene appropriately when students struggle. MTSS is a systematic, data-driven approach to instruction that benefits every student. MTSS integrates resources from general education, categorical programs, and special education through a comprehensive system of core instruction and tiered levels of interventions to benefit every student. Through meticulous implementation of MTSS, Invictus ensures timely and appropriate assessments for students for special education services and bolsters achievement for all students.

### Student Study Team

Invictus will use a systematic, problem-solving approach to assist students who are not making adequate progress, or who enroll already academically behind. The Charter School implements appropriate interventions for a student at the earliest indication of student need in order to ensure the student's success. If students are experiencing academic, social/emotional, behavioral, attendance, health and/or other needs, a Student Study Team ("SST") meeting will be held. The purpose of the Student Study Team is to:

1. Inform parents of their child's progress and offer suggestions which may reinforce academic success;
2. Lend ideas which support and/or modify the student's regular education program, and;
3. Decide whether or not assessment is needed to determine eligibility for Section 504 or for Special Education.

Anyone who has a concern for a student can refer that student for an SST meeting. SSTs include the identified student, parent/guardian(s), teachers, an administrator and any other pertinent personnel, acts as a forum for discussing identified concerns, as well as provide an opportunity to consider all information relevant to the unique needs of the child. The team shares information about the student's strengths, their observations, and interventions/strategies that have been used in the past.

Following the initial SST meeting, the team will monitor progress for a defined interval and then reconvenes to assess the effectiveness of planned interventions and support. The outcome of the second meeting is driven by the results achieved and could be additional support, a removal of support if the student is back on track, or other next steps which could include a referral for an assessment for eligibility for special education services.

The SST is a regular education function that addresses concerns and needs of identified students, and generates strategies for enhancing the success of the child. The SST tailors appropriate interventions to meet the unique needs of each student.

### Interventions Available for Students Performing Below Grade Level

- Prioritizing high-quality and regular instruction and feedback
- Teacher differentiation, scaffolding, or resource provision (e.g. glossaries, work banks, supportive student groupings, extra teacher check-ins)
- Data Driven Intervention (e.g. based on standardized test scores)
- Assessment Support (e.g. teacher office hours to consult on, retake, or make-up assignments)
- Grade Level Focus Students Protocol
- Coordination of Services Team ("COST") Process
- Parent Meetings
- Strategic Seating
- Use of differentiated and individualized technology (e.g. IX)L
- Small group pull-out support for reading and/or math & Intervention groups during elective block
- Personalized Learning Block (middle school only)
- PBIS systems, e.g. incentivizing progress through Semester Awards and parent contact
- Summer School Program

Students performing below grade level receive tiered interventions, beginning with Tier I and progressing, as needed, up to Tier II and Tier III. Teachers, in collaboration with a Special Education teacher, if applicable, and the teacher's DCI or coach, will design a plan for specific, in-class interventions to support students achieving below grade level and monitor their progress in response to applied interventions.

Should the initial interventions in the classroom prove to be unsuccessful through Tier I interventions, a certified staff member will identify and implement Tier II interventions to support students in making the growth necessary for mastery of the content or skill. Students for whom interventions fail to improve achievement will be referred to the Special Education Department for testing to determine eligibility for Special Education services, provided parental approval is provided. Should testing indicate that the student qualifies for Special Education, an Individual Education Plan ("IEP") will be written in collaboration with Invictus staff, parents and, where appropriate, the student. IEPs will be reviewed annually, and each student will be reevaluated at least every three years.

To prepare teachers to serve all students with identification, intervention, and ultimately moving through the SST process, Invictus dedicates time during summer professional development to training teachers in these processes.

### MTSS Tier Definitions

The following are definitions of Tier I, II, and III students and interventions within Invictus' MTSS system.

#### Tier I

Tier I interventions are the core instruction that occurs within the general education classroom. All students receive Tier I interventions as needed. Tier I is standards aligned, high-quality, consistent instruction. The teacher checks for understanding regularly and addresses misconceptions. Exit tickets, weekly quizzes, and other progress monitoring assessments lead to remediation to ensure all students meet lesson objectives. Tier I instruction includes differentiation for all students, including small group remediation, use of multiple modalities, guided practice, and active monitoring of student work during independent practice. When teachers implement the core program effectively and are given sufficient support and professional development, 80% or more of the students will appropriately progress to mastery of standards in the general education classroom.

#### Tier II

Tier II interventions are initiated when a student fails to demonstrate evidence of growth towards mastery of standards with Tier I interventions. Tier II interventions supplement or replace Tier I interventions. Tier II interventions are research based, specifically selected instruction which take place in small groups and consist of focused instruction on specific objectives and standards. In determining which objective and standards to focus on, teachers should consider the root causes of student performance, which standards or skills will allow students access to other standards or benchmarks, and target Tier II interventions on those root causes and skills. For example: A seventh grader struggling with understanding a text might need phonics instruction or fluency practice before moving to comprehension. Tier II interventions also incorporate progress monitoring and tracking of implementation. Tier II interventions are multiple times per week for a defined number of weeks. The student is reassessed on the material to determine progress at the end of this time period. Should a student fail to make progress during their Tier II interventions, they are moved to Tier III interventions.

For students who receive Tier II interventions, aside from pull-out groups during core content classes, which are minimized, interventions are applied during Personalized Learning, or

another time outside of core content classes for high school students, in order to review the material for the day. This provides identified students with opportunities to receive a significant amount of small group time with a low teacher to student ratio. Additionally, students may use other adaptive computerized programs that are leveled for their specific zone of proximal development (the level at which work is appropriately difficult for the child) and allows them to move at their own pace.

### Tier III

Tier III interventions are initiated when a student does not show progress in Tier II. Tier III intervention replaces some Tier I and II interventions. Tier III interventions take place via Special Education services. They are research based, specifically selected instruction which takes place in small groups, or individually if needed, and consists of focused instruction on specific objectives. Tier III interventions include close monitoring of progress and tracking of implementation. Small groups in Tier III interventions are based on student need and the requirements for individualized education programs, and paired with data collected on student progress.

### Credit Recovery Options

A number of credit recovery options exist for high school students. Often, students transfer to Invictus after the beginning of 9th grade and are behind in their accumulation of credits. Transfer students and other students behind in credits receive academic advising to map out a plan to graduation and ensure they meet A-G University of California eligibility requirements. Students at Invictus also occasionally do not pass a required course, despite the robust MTSS practices described above.

If students are missing credit for one semester, they are eligible to recover those credits during summer school at Invictus. This is true for high school students who fail to earn credit in a particular course by earning a grade lower than a C- in the second semester. Provided the student passed the course in the first semester, they will have the opportunity to recover course credit for the second semester during summer school.

Pursuant to these promotion and retention policies, students who do not earn greater than a C-grade, or credit where applicable, in greater than two courses in any one school year may be subject to retention.

If a full year of the course is required, students will repeat the class in the next school year. However, sometimes, there is not enough space in a student's schedule to fit all required classes prior to graduation. In this case, or if they would like to accelerate their credit recovery to make space for advanced classes, students are supported to enroll in an equivalent course at a community college or enroll in an A-G approved online course.

### Homework Center

There is strong evidence that completion of homework is correlated with academic achievement. Homework Center is a means to support students to build the habit of regularly completing their homework by routinizing the completion of homework and implementing an incentive to do so. Students who are missing two or more assignments in one week are assigned to Homework Center, currently on Monday afternoons at the start of the following

week. Families are notified the week prior if their child needs to attend and they receive a reminder on Monday morning. Students may be excused from the Homework Center if their teachers confirm the student has already submitted the homework, including if it was late. The goal is to incentivize the on-time completion of homework and provide space for those who are not able to complete work at home. Students may also be assigned to Homework Center at the request of their parents or guardians or can voluntarily attend to access a focused, productive work space.

### Serving Students with Disabilities

For special education, the Charter School operates as an independent Local Education Agency and is a member of the El Dorado County Charter Special Education Local Plan Area ("SELPA"), pursuant to Education Code Section 47641(a). So long as the Charter School is a member of the SELPA, the Charter School shall notify the SELPA annually of the intent to participate as a member of the SELPA as required by the SELPA. In the event the Charter School seeks membership in a different state-approved SELPA, the Charter School shall provide notice to the County, the SELPA, and the California Department of Education before June 30th of the school year before services are to commence.

The Charter School complies with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504, the ADA and the IDEA, and any other civil rights enforced by the U.S. Department of Education Office for Civil Rights ("OCR"). Teachers implement a wide range of accommodations or modifications for students with disabilities. All teachers receive ongoing professional development regarding special education policies, strategies for working with students with disabilities, and inclusive practices that support students with diverse learning styles and abilities. Furthermore, the Charter School complies with all California laws pertaining to special education students.

To the maximum extent appropriate, all students with disabilities are integrated into the Charter School's programs, with the necessary materials, services, and assistive/adaptive technology to support their learning. The Charter School ensures any student with a disability is properly identified, assessed and provided with necessary services and supports. The Charter School meets all the requirements mandated within a student's IEP. No assessment or evaluation is used for admission purposes. Parents are informed that special education and related services are provided at no cost to them.

The Charter School assumes full responsibility for the provision of special education and related services to eligible students as an LEA member of the El Dorado County Charter SELPA. As such, state and federal funding shall be allocated directly to the Charter School per the allocation plan of the SELPA. The Charter School will assume responsibility for the general education contribution which may be necessary, the provision of special education services to identified students, any legal fees associated with its provision of Special Education services, and shall meet the annual Maintenance of Effort Requirement.

### Services for Students Under IDEA

The Charter School shall provide special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the SELPA.

The Charter School will provide services for special education students enrolled in the Charter School, regardless of the student's district or county of residence. The Charter School will follow SELPA policies and procedures and shall utilize SELPA forms to seek out, identify, and serve students who may qualify for special education programs and services, respond to record requests and parent complaints, and maintain the confidentiality of pupil records.

The Charter School agrees to promptly respond to all County or SELPA inquiries, to comply with reasonable County or SELPA directives, and to allow the County or SELPA access to Charter School students, staff, facilities, equipment and records as required or as imposed by law.

## Staffing

All special education services at the Charter School will be delivered by individuals or agencies qualified to provide special education services as required by the Education Code and the IDEA. Charter School staff will participate in SELPA in-service training relating to special education.

The Charter School will be responsible for the hiring, training, and employment of staff necessary to provide special education services to its students, including, without limitation, education specialists and paraprofessionals. The Charter School shall ensure all special education staff hired or contracted by the Charter School are qualified pursuant to SELPA policies, as well as meet all legal requirements. The Charter School shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to Charter School students, including, without limitation, speech therapists, occupational therapists, nurses, counselors and psychologists. The Charter School reassesses its special education staffing, service providers, methods, and strategies on a continuous basis to assure all services provided are effective and of the highest quality.

## Assurances

The Charter School meets all the requirements mandated within a student's IEP. The Charter School includes all special needs students with their non-disabled peers to the maximum extent appropriate according to their IEPs. Further, the Charter School shall provide adaptive technology for special education students as required by a student's IEP.

## Child Find

The Charter School shall have the responsibility to identify, refer, and work cooperatively in locating Charter School students who have or may have exceptional needs that qualify them to receive special education services. The Charter School will implement SELPA policies and procedures to ensure timely identification and referral of students who have, or may have such exceptional needs. A pupil shall be referred for special education only after the resources of the general education program have been considered, and, where appropriate, utilized.

The Charter School will follow SELPA child-find procedures to identify all students who may require assessment to consider special education eligibility and special education and related services where general education interventions do not provide a free and appropriate public education ("FAPE") to the student in question.

Upon the commencement of each school year, all students are evaluated as a means of general

class placement. Students may be evaluated from already-available data (e.g., assessments, teacher observations, grades, etc.) regarding the student's progress or lack of progress within the general education program. Through collaboration between the faculty, parents and school leaders, the Charter School works to identify any students who do not currently have an IEP but may need pre-referral interventions. Staff regularly convenes to review all referred students as well as data across student groups, classrooms, grade levels, and more.

The referral process is a formal, ongoing review of information related to students who are suspected of having special needs and show potential signs of needing special education and related services. The primary internal method for referral for assessment will be SST meetings. The parent of any student suspected of needing or qualifying for special education services may also make a referral for an evaluation. Any such parent referrals will be responded to in writing in a timely manner.

Additionally, the Charter School may choose to refer a student for services assessment through the provisions of a Section 504 Plan, if appropriate.

## Assessment

The term "assessments" shall have the same meaning as the term "evaluation" in the IDEA, as provided in Section 1414, Title 20 of the United States Code. The Charter School will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. The Charter School shall obtain parent/guardian consent to assess Charter School students.

## IEP Meetings

The Charter School shall arrange and notice the necessary IEP meetings. IEP team membership shall be in compliance with state and federal law. The Charter School shall be responsible for having the following individuals in attendance at the IEP meetings: the Principal and/or the Charter School designated representative with appropriate administrative authority as required by the IDEA; the student's special education teacher; the student's general education teacher, if the student is or may be in a general education classroom; the student's parent or guardian; the student, if appropriate; and other Charter School representatives who are knowledgeable about the general education program at the Charter School and/or about the student. The Charter School shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide notice of parental rights.

## Development, Implementation, and Review of IEPs

The Charter School understands the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant to the IEP process. Programs, services and placements shall be provided to all eligible Charter School students in accordance with the policies, procedures, and requirements of the SELPA and applicable state and federal law.

The Charter School shall be responsible for implementation of the IEP. As part of this responsibility, the Charter School shall provide parents with timely reports on the student's

progress as provided in the student's IEP at least as frequently as report cards are provided for the Charter School's non-special education students. The Charter School shall also provide all necessary home-school coordination and information exchange. The Charter School shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive/adaptive technology.

The Charter School ensures all aspects of the IEP and school site implementation are maintained. The Charter School provides modifications and accommodations (as outlined within each student's IEP) in the general education environment taught by the general education teacher.

The IEP team formally reviews each student's IEP at least once a year. In accordance with IDEA regulations, the IEP team will also conduct a formal review of the IEP once every three years in which the student is reassessed, and the IEP is reviewed as part of an overall comprehensive reevaluation of the student's progress and continued eligibility for Special Education services.

### Interim and Initial Placements of New Charter School Students

The Charter School shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in the Charter School from another school district within the state but outside of the SELPA with a current IEP within the same academic year, the Charter School shall provide the student with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time the Charter School shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into the Charter School from a district-operated program under the same special education local plan area of the Charter School within the same academic year, the Charter School shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and the Charter School agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to the Charter School with an IEP from outside of California during the same academic year, the Charter School shall provide the student with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parents, until the Charter School conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by the Charter School, and develops a new IEP, if appropriate, that is consistent with federal and state law.

### Non-Public Placements/Non-Public Agencies

The Charter School shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students.

### Non-discrimination

It is understood and agreed that all children shall have access to the Charter School and no student shall be denied admission nor counseled out of the Charter School due to the nature, extent, or severity of his/her disability or due to the student's request for, or actual need for, special education services.

## Due Process and Procedural Safeguards

Parents or guardians of students with IEPs must give written consent for the evaluation and placement of their child; are included in the decision-making process when change in placement is under consideration; and are invited, along with teachers, to all conferences and meetings to develop their child's IEP.

Any concerns or disagreements raised by parents are acknowledged by the Charter School within five days, after which a meeting between the parent and the Charter School is scheduled to seek resolution of the disagreement. If a disagreement or concern persists, parents or guardians have the right to initiate a due process hearing to challenge a decision regarding the identification, evaluation, or educational placement of their child.

The Charter School provides the parent with all notices of procedural safeguards as well as with information on the procedure to initiate both formal and informal dispute resolutions.

If a parent/guardian files a request for a due process hearing or request for mediation, the Charter School participates cooperatively to resolve the issues.

Parents or guardians also have the right to file a complaint with the CDE if they believe the Charter School or SELPA has violated federal or state laws or regulations governing special education.

## Special Education Strategies for Instruction and Services

Invictus complies with the federal mandate of the least restrictive environment ("LRE"), meaning the Charter School will make every attempt to educate special education students in the general education setting alongside their non-disabled peers. Invictus mainstreams all of its students as much as is appropriate according to each IEP, offering a comprehensive inclusion program that includes specialized academic instruction as outlined in each student's individual IEP. Where possible, support such as specialized academic instruction is delivered through a "push-in" model where a Special Education teacher or instructional aide joins the teacher and supports students within the classroom setting. Students are also strategically grouped so support can be targeted via the push-in model within classrooms as well as during intervention times.

Each student's IEP requires different modifications for instruction and services. Therefore the educational strategies of the IEP are built around the student's needs and how these fit within the general educational program of the Charter School. The instruction outlined in each student's IEP is delivered by personnel qualified to do so.

## 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. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment or is regarded as having such an impairment, is eligible for protections under Section 504.

A 504 team will be assembled by the Principal, or their designee, and shall include the Principal (or their administrative designee), parent/guardian, the student if needed, a qualified faculty member, and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations.

The 504 team will review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, which will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials include those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general 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 IDEA, a referral for assessment under the IDEA 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 FAPE. In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the Charter School's professional staff.

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

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The Principal, or their designee, will ensure teachers include 504 Plans with lesson plans

for short-term substitutes and that the teacher reviews the 504 Plan with any 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 per year to determine the appropriateness of the 504 Plan, needed modifications to the 504 Plan, and continued eligibility.

## English Learners

The Charter School meets all applicable legal requirements for English Learners ("EL"), including long-term English Learners and students at-risk of becoming long-term English Learners, as it pertains to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to Fluent English Proficient status ("RFEP"), monitoring, evaluating program effectiveness, and standardized testing requirements. The Charter School implements procedures to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

## Home Language Survey

The Charter School administers the home language survey ("HLS") as part of the student's enrollment, but it is only for students for whom Invictus is their first public school of attendance in California.

Charter School staff review the results of the HLS to determine a student's status as either:

1. English Only ("EO"). If the answers to the questions on the HLS are "English" the student will be categorized as English Only; or
2. To Be Determined ("TBD"). If the answers to any of the questions on the HLS indicate a language other than English, or a combination of English and another language. From this data, the student will be assessed to measure their level of English proficiency.

Parents may amend their response to the HLS at any time. If the student has already been administered the Initial ELPAC, changes to the HLS will not affect the student's official language classification. If the parent amends the HLS prior to administration of the Initial ELPAC, Invictus considers the changes made and adjusts accordingly.

If a student transfers to Invictus from another school, staff will contact the previous school for student records and check the student language status on the California Longitudinal Pupil Achievement Data System ("CALPADS"). In reviewing both sources, Invictus will follow state protocol in notifying parents and coordinating for students to take the appropriate state assessments.

## ELPAC

All students who indicate their home language is other than English will be assessed with the ELPAC. All students who are designated as "English Learners" in CALPADS will be administered the Summative ELPAC on an annual basis. The ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed) and is aligned with the 2012 California ELD Standards.

The ELPAC consists of two separate assessments:

### Initial Assessment (“IA”)

The ELPAC IA is used to identify students as either an EL, or as fluent in English. The IA is administered only once during a student’s time in the California public school system based upon the results of the HLS. Students with a “TBD” determination after HLS review are assessed on their English language proficiency level with the Initial Assessment. The IA is given to students in grades K-12 whose primary language is not English and who have not yet taken any previous state English language tests and have not yet been classified as ELs.

The IA testing window will be year-round (July 1 – June 30). For any student whose primary language is other than English as determined by the HLS and who has not been previously identified as an EL by a California public school, or for whom there is no record of results from an administration of an English language proficiency test, administration of the IA occurs within 30 calendar days after the date of first enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year. The IA is scored by the school site. The locally scored IA will be the official score. Based on the student’s overall initial performance, they may be classified as:

1. An English Learner – the student must be annually assessed with a Summative Assessment until the student meets eligibility criteria for reclassification and is Reclassified to Fluent English Proficient; or
2. Initially Fluent English Proficient (“IFEP”)

### Summative Assessment (“SA”)

All currently enrolled ELs take the Summative Assessment every spring between February 1 and May 31 until they are reclassified as fluent English proficient. The Summative Assessment is only given to students who have previously been identified as an EL based upon the IA results, in order to assess how well an EL is progressing toward mastery of the English language in each of the four domains. The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

The ELPAC assessment includes all four language domains: Listening, Speaking, Reading, and Writing. Overall scaled scores fall within levels one through four. These four ELPAC performance levels are aligned with the California ELD Standards.

Both the ELPAC IA and SA are assessments administered in seven grade spans – K, 1, 2, 3-5, 6-8, 9-10, and 11-12. In kindergarten and grade 1, all domains are administered individually. In grades 2-12, the test is administered in groups, exclusive of speaking, which is administered individually. The ELPAC IA and SA are administered via a computer-based platform for all domains except the Writing Domain for kindergarten through 2nd grade, which is administered as a paper-pencil test.

Testing times vary depending upon the grade level, domain, and individual student. Both the ELPAC IA and SA are given in two separate testing windows during the school year.

Invictus will notify all parents of the Charter School’s responsibility for ELPAC testing and of

ELPAC results within thirty (30) days of receiving results from the publisher. The ELPAC shall be used to fulfill the requirements under the ESSA for annual English proficiency testing.

## Instructional Supports for English Learners

Invictus' program is designed to integrate the California English Language Development standards into instruction, with teachers designing daily lessons tailored to meet both an academic and a language objective. Forming the foundation of Invictus' approach is providing targeted instruction in ELD to ELs. One approach Invictus offers to address the needs of ELs is offering a credit-bearing cross-grade level ELD course, which is a form of Designated ELD.

To build on this foundation, Invictus aligns its approach with an embedded model of Specially Designed Academic Instruction in English ("SDAIE"), which is the teaching of grade-level subject matter in English specifically designed for speakers of other languages. SDAIE includes planning, classroom management, lesson delivery, and assessment. The selection of this approach was intentional, as Invictus is mindful that all students have access to aspects of the core curriculum that permit them to advance to college preparatory courses and/or receive their high school diploma.

Successfully equipping teachers with the tools to implement an effective SDAIE program is accomplished by providing effective professional development in these practices. In addition to this structure, many Invictus teachers are bi-lingual in Spanish, the most frequent non-English native language of ELs at Invictus, to an appropriate degree to provide in-class translation and support to students.

The implementation of SDAIE in the educational program provides teaching staff with clarity around the instructional practices employed to serve ELs. These practices include:

- Implementation of Universal Design for Learning principles
- Vocabulary previewing and explicit instruction
- Peer instruction facilitated by instant response systems
- Additional direct literacy instruction to support development of reading fluency and comprehension
- Consistency in classroom routines, procedures, and instructional practices
- Creation of a positive, supportive classroom culture
- Inclusion of literacy scaffolds where appropriate
- Deployment of culturally relevant curriculum
- Use of Word Walls
- Use of audiobooks and videos
- Use of visuals
- Use of translated materials in home language, with opportunities to translate to English
- Small group Math and ELA instruction
- Creation of ample "think-pair-share" and "turn and talk" opportunities, including with bilingual shoulder partners achieved via strategic seating
- Direct instruction on writing and grammar
- Choral reading and cloze notes

Additional Interventions for ELs included, but are not limited to, the following:

- At-home support with the use of books, packets, educational games, and online resources
- Additional small group work
- Increased frequency of 1:1 check ins and checks for understanding from classroom teacher
- Use of supplemental technology-based literacy supports
- Basic Interpersonal Communication Skills (“BICS”) support, as needed.
- Invictus’s model also includes several built-in supports for ELs, which include:
  - PL block targeted test-prep instruction in ELA in 7th and 8th grade
  - Small group ELA instruction in 7th and 8th grade

Invictus’ academic program includes multiple embedded supports for ELs, in addition to the tiered supports used by General Education teachers (for example, translated materials, use of scaffolds and directed language development activities, technology platforms such as DuoLingo). These structural, curriculum supports include the PL block in grades 7-8 and designated, cross-grade level ELD course as a credit-bearing course. Students who meet criteria for ELD Levels 1 & 2 are enrolled in the cross-grade level ELD class based on English competency; within the ELD class, students are instructed through a variety of methods including small group, self-paced practice, choral response, and whole-class teaching, which frequently enables ample and immediate feedback to be given. The ELD class is graded according to the ELD standards-aligned curriculum and rubrics of the course. Students also have the opportunity to complete practice ELPAC questions to set them up for success and assess their progress towards reclassification.

Invictus’ professional development for teachers includes robust support regarding instruction for ELs. Teachers are trained to integrate ELD standards into core content, and all teachers will be required to include both an academic and language objective for daily lesson plans.

## EL Progress Monitoring

Invictus diligently monitors EL student data at both the individual student level and schoolwide.

In addition to the ELPAC, Invictus monitors ELs’ students’ progress through the NWEA MAP performance as well as formative assessments such as exit tickets, quizzes, and class participation. Results on performance assessments, interim assessments, and summative assessments are also tracked. For students who do not demonstrate improvement on these measures, an appropriate combination of interventions will be deployed, including those already described in this Petition.

## Reclassification

Invictus follows reclassification procedures consistent with the parameters set forth by the California Department of Education and in Education Code, Section 313(d), by using inputs in determining EL reclassification. These inputs include the ELPAC Exam, student performance on the CAASPP English Language Art Exam from the previous year, teacher evaluation, and parent consultation.

In accordance with the reclassification procedures developed by the California Department of Education, Invictus uses multiple measures and assessments to determine whether an EL should be reclassified to fluent English proficient. While parents/guardians are consulted as part

of the reclassification process, as noted below, they will also be notified upon reclassification, and all student records will be updated to reflect reclassification.

The following criteria are currently used to determine reclassification:

#### Criterion 1: Assessment of English Language Proficiency

- All students with an ELPAC Overall Performance Level of 4 should be considered for reclassification.

#### Criterion 2: Teacher Evaluations

- Teacher evaluations, including, but not limited to, a review of the pupil's curriculum mastery are a critical part of the student reclassification process. Through regular assessments and reflection, teachers play a key role in tracking student progress and providing meaningful feedback.
  - To be eligible for reclassification, an English Learner's ELA grade is reviewed and they must be passing the class with an overall grade of C- or higher to be reclassified. Invictus has a mastery-based gradebook so student grades reflect standards-based mastery.
  - Teacher qualitative observations are solicited around students' classroom speaking and listening skills.

#### Criterion 3: Parent Consultation

- Parental opinion and consultation.
  - Letters regarding a student's reclassification eligibility are sent home to parents and meetings are scheduled to discuss the benefits and challenges of reclassification. Parents' thoughts and opinions are considered in the final reclassification determination.

#### Criterion 4: Basic Skills Relative to English Proficient Students

- Comparison of the performance of the EL in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age, which demonstrates whether the EL is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.
  - Currently, a student can demonstrate mastery of basic skills relative to English proficient students through the following:
    - Scoring a 3 or higher on the ELA SBAC

- Scoring in the 41st percentile or higher on NWEA MAP
- Score 430 or higher on the PSAT
- Scoring 480 or higher on the SAT Reading
- Scoring 19.6 or higher on the ACT Reading
- Scoring a 3 or higher on an English AP exam

After reclassification, students' academic progress will continue to be monitored for up to four years by assessing student mastery of ELD standards, to which Invictus curriculum materials will be aligned.

## TEACHER PROFESSIONAL DEVELOPMENT

Invictus believes strong student outcomes are driven by high quality instruction, which begins with detailed lesson planning. This is a skill that teachers develop through intentional and consistent coaching. As a result, Invictus engages teachers in intensive professional development prior to the start of each school year. Additionally, Invictus provides professional development (1) every Thursday on abbreviated days of the school year, (2) on designated "Data Days," and (3) on Professional Development days that follow major assessments or significant school breaks.

### Summer Professional Development

Invictus believes that starting the school year off strong yields positive results for students. To that end, all teachers are prepared to lead effective lessons beginning on the first day of school. Invictus currently holds a two-week long Summer Professional Development each year to ensure all staff members are in alignment with the mission and vision, and are prepared to deliver effective lessons. The two weeks of summer PD are organized as shown in the outline below:

- **Week One:** The goal of the first week of professional development with teachers is to orient them to the Charter School's mission and vision, build teamwork, trust and culture, and begin the work of building critical skills required for high quality instruction. The activities include a deep dive into the Charter School's mission and vision, in which staff identify concrete, specific knowledge, skills, abilities, and beliefs students must have for the Charter School to achieve its mission. During this first week, there is time for staff who are new to Invictus to receive more instructional coaching around their roles and the Charter School's priority is to set them up to start the school year strong. The week closes with modeling and practice of key instructional techniques in a simulated classroom setting, and practicing the classroom management 'teacher moves' in alignment with Invictus' PBIS model.
- **Week Two:** The second week of summer professional development focuses on building teachers' capacity in lesson planning and execution, as well as differentiation to support all learners.. During this week, teachers delve into the State Standards, and where appropriate for the grade level, CAASPP, interim assessments, AP, SAT, and ACT exam items, and unit and lesson planning exemplars by content area. In addition, staff practices key instructional skills related to classroom management and culture in simulated classroom settings. Time is also given for departments and grade levels to meet, strategize and vision-build for the year ahead.

In addition, staff review key schoolwide and classroom procedures to ensure a strong start to the school year and have explicit time to practice these PBIS classroom routines (based on the Getting Better Faster Framework). These procedures include arrival and dismissal, bathroom breaks, and breakfast/lunch procedures, amongst others. This mix is intentional: teachers will still be able to build skills and develop lessons, but the focus will be on executing the first week of the school year with fluency and supporting newer teachers in developing a strong classroom culture. A strong first month is irreplaceable in developing a strong school culture, and to that end a substantial portion of Summer PD is dedicated to ensuring a strong start. By the end of this week, teachers are prepared to execute their first week of lessons with strong precision.

## Weekly Professional Development

Invictus staff also convene weekly, currently every Thursday to engage in professional development, typically planned by the LT. These meetings are guided towards (1) achieving the Charter School’s annual goals, which are an extension of the Charter School’s mission, and (2) responding to formative observation and assessment data.

Weekly PD always begins with a check-in question aimed at fostering and supporting a strong adult culture. This is also the forum where staff receive the list of nominees for the monthly staff-voted “Golden Phoenix” Award to recognize staff contributions and impact. Following these opening PD routines, teachers engage in learning on a variety of instructional topics, such as best practices for scaffolding questions and content to support English Learners and students with special needs, item analysis of relevant assessment items, instructional technique workshops, grading calibration of performance tasks, differentiated cadence based on teacher experience, and designated department time.

### SAMPLE WEEKLY PD AGENDA

Start	End	Description	Facilitator	For Who?
3:00	3:05	Check-in	Principal	All staff
3:05	3:15	Staff Announcements	Principal	All staff
3:20	4:25	Instructional PD #3: Classroom Talk #3	DCIs	Veteran staff
3:20	4:25	Instructional PD #3: Classroom Talk #2	DCIs	Early Career Staff
4:30	4:35	PD Survey	Principal	All staff
4:35	4:40	Closeout and Kindness Cards	Principal	All staff

When appropriate, staff break into content-specific teams to work on instructional practices specific to a particular discipline. For example, these practices have included norming on and vertically aligning practices related to lab protocol in science classes, habits of discussion in history and ELA classes, and best practices for implementing the case method and note-taking in math classes. These activities build capacity individually, within classrooms, and collectively, by creating consistent instructional practices across the Charter School. Each week outside of PD, time is reserved for Grade-Level Team collaboration after school. PD is differentiated to meet the experience levels and needs of adult learners by, for example, providing targeted support to newer teachers aligned with observation data and coaching cadences. A sample weekly PD agenda is below.

## Professional Development Days

Invictus currently has multiple full day staff PD days during the school year including the three weeks of summer PD. The current schedule includes four “Data Days.”

- **Data Days:** The importance of data-driven instruction is proven to have strong positive effects on student learning. As Dr. Roland Fryer of Harvard University explains, “Data can drive more-personalized and more-efficient learning, allowing both teachers and students to track progress and to make sure that each individual student is on an appropriate path.” At Invictus, four Data Days are dedicated to delving into the details of assessment items to analyze precisely where students have misconceptions, identify the root cause of those misconceptions, and develop re-teaching plans to close any gaps that might have surfaced. They are planned by the Leadership Team.
- **PD Days:** Full-day professional development days serve as “tune-ups” throughout the year, enabling the Leadership Team to address any areas for growth that emerge over time in observational and instructional data. Content will vary for each PD day, and will include instructional planning, execution, and/or school systems. These days will also be used to introduce new techniques to push the rigor of instruction.

## Individual Professional Development

It is well-established that to effectively develop teachers’ knowledge and skills, formal systems of feedback and individual professional development are vital. This has been demonstrated consistently in the study of effective schools across the country, as well as in the top-performing education systems around the world. At Invictus investment in individual teacher development is crucial to student achievement, and in accordance with this belief the following systems are utilized to support teacher growth.

- **Classroom Observations:** Regular observation and feedback of teachers is a research-based, established best practice. As Dr. Fryer (2012) states in his work *Learning from the Successes and Failures of Charter Schools*, “[S]chools that give formal or informal feedback (more human capital) ten or more times per semester have annual math gains that are equal to 0.6 more months of school and annual ELA gains that are equal to 0.55 more months than other schools.” Invictus believes observational data and feedback are essential to developing strong teachers. DCIs and coaches collect and analyze observation and student behavioral and academic data weekly to track teacher progress against established expectations. As a result, each teacher is currently observed every two weeks, at minimum, and receives immediate, written feedback thereafter. Longer, “full-block” observations are scheduled on an as-needed basis between DCI, or coach, and teacher, aiming for a minimum of once a month for the coach to observe progress on core, data-driven pedagogical goals.
- **Coaching Conversations:** Teachers engage in regular coaching conversations with their DCI or coach. The frequency is typically once per week for early career teachers, or teachers in new to Invictus, and once every two weeks for veteran teachers or those with additional responsibilities on campus. In addition to observations, teachers receive feedback during shorter “drop-in” observations of an average of fifteen minutes at least once per two weeks. These observations are unscheduled, unless the teacher and DCI,

or coach, agree to hone in on a particular lesson to target a specific skill or technique the teacher is working on (e.g. scheduling a coaching session for a lesson in which there is a Socratic seminar occurring). Teachers thrive when given immediate, intentional feedback, and as a result Invictus intends to provide such feedback on a regular basis.

- **Peer Observations:** Consistent with research demonstrating the positive effects of teacher collaboration and peer observation, through systems such as PD and coaching Invictus provides staff the opportunity to observe their peers. Peer observations occur between both teachers in the same content areas (e.g. math teachers observing other math teachers), as well as cross-content or within grade level during teachers' planning periods. Teachers collaborate with their DCI or coach to select a focus area of growth and observe other teachers on campus with the goal of identifying techniques and strategies to help them strengthen their own, and their peer's practice. Debriefs occur during coaching meetings with DCIs, or coaches, and identify concrete adjustments teachers can make in their planning or instruction based on observation takeaways. Through peer observations, collaborative planning time at weekly PD sessions, professional development days, which include Summer Professional Development, and content-team collaboration, Invictus has established a professional learning community that values feedback, growth, and results.
- **Staff Evaluation:** Staff evaluations are an anchor for goal setting, feedback, and staff improvement. The current evaluation rubric is based on the model published by The New Teacher Project, which was designed to support meaningful feedback to teachers. Formal evaluations are conducted two times per year, once at the midpoint of the school year and once in the Spring. Evaluations represent the culmination of the coaching feedback process, which is rooted in the evaluation framework. Teachers are assessed holistically based upon their performance and growth in key areas of focus selected by the Charter School, student achievement data, and coaching team observations. The segments on the current evaluation tool are:
  1. Planning and Intellectual Preparation
  2. Joyful, Rigorous, Productive Classroom Climate
  3. Data & Assessment
  4. Operations & Routines
  5. Professionalism
  6. Teamwork

The system is transparent, such that evaluations represent a fair and useful means of professional development and next steps for the staff member being evaluated.

## ACCREDITATION

In the 2024-25 school year Invictus earned a 6-year accreditation from WASC, which certifies the transferability coursework to other public schools. A copy of the Charter School's WASC accreditation letter is provided in the Appendix. Invictus clearly communicates with students and families during the recruitment and orientation process that all Invictus coursework is fully transferable to other public schools.

## **TRANSFERABILITY OF COURSES**

In the event students leave Invictus prior to high school graduation, such students' A-G course credits will be transferable to other public schools. Credit-bearing non-A-G courses (e.g. electives, career technical education classes) are also transferable to other high schools for the purpose of credits earned towards graduation. Further, any such applicable transferring courses will meet the admission requirements for UC and CSU schools. Parents will receive notification of course transferability in the Student and Family Handbook.

## **LOCAL CONTROL AND ACCOUNTABILITY PLAN COMPLIANCE**

Invictus complies with all requirements pursuant to Education Code Section 47605(c)(5)(A)(ii) including a reasonably comprehensive description of its annual goals, for all pupils (i.e. schoolwide) and for each subgroup of pupils as identified in Education Code Section 52052, for each of the applicable eight (8) state priorities identified in Education Code Section 52060(d). This description is in Invictus's Local Control and Accountability Plan ("LCAP"), which is included in the Appendix.

Elements 2 & 3:

# Measurable Student Outcomes & Methods of Measurement



## Elements 2 & 3: Measurable Student Outcomes & Methods of Measurement

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*“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school.” - Education Code Section 47605(c)(5)(B)*

and

*“The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.” - Education Code Section 47065(c)(5)(C)*

### **ALIGNMENT OF OUTCOMES TO THE EIGHT STATE PRIORITIES**

Pursuant to Education Code Section 47605(c)(5)(B), a reasonably comprehensive description of the Charter School’s school-wide and subgroup outcome goals and performance targets aligned to the Eight State Priorities that apply for the grade levels served by the Charter School, and methods for measuring progress, can be found in the Charter School’s LCAP. The current LCAP is on file with the County and is also available on the Charter School’s website. It is also included in the Appendix.

### **LOCAL CONTROL AND ACCOUNTABILITY PLAN**

In accordance with Education Code Section 47606.5, the Charter School shall comply with all elements of the LCAP pursuant to regulations and a template adopted by the California State Board of Education and reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter. The Charter School shall submit the LCAP to the County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

The current LCAP goals are listed below:

1. Invictus will ensure that all students are academically prepared for college and career by the time they graduate high school.
2. Invictus will foster a safe and positive school culture and climate.
3. Invictus students will be eligible, get accepted to, and be prepared to thrive in the college of their choice.

In order to best serve students and the Charter School’s community, Invictus will continue to examine and refine the list of student outcomes over time to reflect the Charter School’s mission and any changes to State Standards that support this mission.

The Charter School shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. The Charter School reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the Petition through the annual LCAP update. The Charter School shall submit the LCAP to the County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33. Invictus shall also present a report on the annual update to the LCAP and the local control funding formula budget overview for parents on or before February 28 of each year as part of a nonconsent item at a regularly scheduled Board meeting.

The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the Petition and shall be maintained by the Charter School at the school site.

## METHODS OF MEASUREMENT

Invictus is committed to ensuring all students are prepared to thrive in college, solve relevant problems, and communicate with confidence. To achieve the mission, Invictus must measure student progress thoughtfully and precisely. Data-driven instruction supports high academic achievement for students, and to that end the Charter School is committed to collecting and analyzing student achievement data frequently and systematically. Invictus relies on a variety of types of data including daily and weekly assessments, as well as interim and summative assessments. Through rigorous analysis of this data, staff triangulate a complete picture of areas of strength and areas for growth, acting to close gaps whenever and wherever they arise.

The calendar includes four major internal assessments, three interim assessments and one summative assessment.

The table on the following page represents some of the assessments utilized at Invictus. The Charter Schools affirms that, to the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on the School Accountability Report Card (“SARC”). Throughout the school year, students currently take multiple assessments as prescribed in the below assessment schedule.

Assessment	Purpose	Grade	Timeline/ Frequency	Expectation
ELPAC IA or Initial Alternate ELPAC	The ELPAC IA is used to identify students as either an English Learner, or as fluent in English.	7-12 As applicable	First 30 days of enrollment	Students are identified as either scoring Initially Fluent or English Learner
ELPAC SA or Summative Alternate ELPAC	The ELPAC SA is to measure how well ELs are progressing with English development in each of the four domains.	7-12 Every year until Reclassified as Fluent English Proficient	Once a year	The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability

CAASPP	State criterion-based assessment in ELA and Math	7, 8, and 11	Spring/Once a year	Student achievement increases annually per goals listed in the current year's LCAP
California Science Test ("CAST")	State criterion-based assessment in Science	8 and once in high school	Spring/Once a year	The number of students scoring as having met or exceeded standard mastery increases annually as per goals listed in the current year's LCAP
California Alternate Assessment ("CAA")	State alternative assessment in ELA, Math, and Science for qualified students	7, 8, and 11 for qualified students	Spring/Once a year	The number of students scoring as having met or exceeded standard mastery increases annually
NWEA MAP	State Board of Education-approved assessment for purposes of generating "verified data" measuring academic growth within each school year in ELA and math	7-12	Two to three, times each year (fall & spring, possibly winter)	Students will demonstrate one or more years of progress in ELA and math for each school year
Internally created test and performance tasks (presentations, papers, projects)	Measure standards mastery across all courses/subjects	7-12	As assigned by teacher	Students show mastery and proficiency in content knowledge.
Curriculum Based Assessments	Assess mastery of unit/lesson content	7-12	End of unit	Students show mastery and proficiency in content knowledge.
Curriculum or Locally Created Benchmarks	Determine progress toward Standard Mastery in grade level core curriculum	7-12	Quarterly	Students demonstrate progress toward Standards Mastery
California Physical Fitness Test ("PFT")	State criterion-based assessment in Physical Fitness	7, 9	Spring/Once a year	Students demonstrate levels of health-related fitness
SAT/ACT	Preparation for College Entrance	11, 12	As prescribed	Students will determine aptitude for success in college. Also, it is a college entrance requirement for many colleges and universities.
AP Exams	Provide students opportunity to take a college level course while still in high school and receive credit from college	10-12	As prescribed in May	Students will be exposed to a college level course while still in high school. Any student scoring a 3, 4 or 5 may receive credit at the college in which they enroll.

## DATA ANALYSIS

Invictus believes data must drive decisions in order to achieve the Charter School's mission. Consistent with this belief, the Charter School matches the rigorous collection of meaningful data with rigorous processes for data analysis, evaluation and implementation. At the individual classroom and school level, the Charter School instills practices to quickly process data into concrete, actionable steps to improve student achievement, teachers' instructional practices and schoolwide culture and systems.

Diagnostic assessments are administered at the outset of each school year (or at the end of the previous year for returning students) and, as needed, for students admitted during the school year. The Leadership Team and teachers will examine diagnostic data in conjunction with other student achievement metrics to reflect on instructional practices and/or make adjustments to upcoming weekly professional development agendas to ensure students make adequate academic growth in core content areas, as well as in their reading and math levels.

Within individual classes, teachers use student performance data to inform their practice during class periods, in response to formative assessments, and upon evaluation of interim and summative assessments.

In addition to in-class and formative assessment data, teachers will assign longer summative assessments, which include:

- Unit Exams
- Performance Tasks (essays, presentations, and longer problem-solving tasks)
- Interim Assessments
- Final Exams

## DATA-ORIENTED CULTURE

Invictus has created a culture in which data drives decisions. To accomplish this, Invictus has developed school-wide structures and systems for rigorous, regular analysis of data at all levels of the Charter School, ranging from administration to teachers to students and families. The following represent key ways in which data will permeate the Charter School:

- **Mastery-based Grading:** Invictus currently uses a mastery-based grading approach. Mastery assignments are mapped to the State Standards. In the gradebook, assignment category weightings are split into Assessments, Exit Tickets, and Participation and/or Homework. Weightings of these categories vary depending on the grade level and course to most accurately reflect necessary skills development and the most important content within courses. Teachers may adjust weightings to ensure students' grades reflect students' mastery of the most important knowledge and skills encompassed in their courses.

Mastery strands and skills are guided by State Standards. Assessments are then linked to each knowledge/skill strand. For example, in 8th grade U.S. History, a mastery strand may state, "Students are able to analyze Japanese internment in a modern context." Summative assessments of this skill may include a Socratic seminar and/or a Document Based Question essay. Exit Tickets (formative assessment) to assess progress towards mastery may take various forms depending on the course, for example an analytical paragraph, quiz, debate, or paired presentation.

Also, rubrics are integrated into major assessments, to provide clear and transparent criteria for evaluating student mastery. These rubrics outline specific skills and content expectations, helping students understand the areas where they excel and where they need improvement.

Through its transparent representation of student data, mastery-based grading empowers teachers to communicate clearly the precise knowledge and skills students are expected to master in each course. This format also enables clearer communication to parents, as grade reports show which content students are grasping and where they may need more support. Using this information, teachers, in partnership with students and parents, can develop plans to support students towards content and skills mastery.

- **Leadership Team:** The Leadership Team is composed of various leaders throughout Invictus, including those over operational and academic departments. This group constitutes a representative body of staff who meet regularly to analyze school-wide data and design action steps based on data-driven insights, including input on and planning of weekly teacher professional development. The LT collects and analyzes a variety of data, including, but not limited to:
  - NWEA MAP Results
  - Grade Data
  - Interim Assessments
  - Final Exams/Summative Assessments
  - College Admissions Assessments
  - Classroom Observations (conducted by LT members)
  - Research on Instructional Best Practices

The LT is responsible for ensuring Invictus teachers and coaches are continuously improving instruction responsively to student achievement data. It also provides an opportunity for teacher leadership and unique professional development.

Element 4:

# Governance and Parental Involvement



## Element 4: Governance and Parental Involvement

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*“The governance structure of the charter school, including but not limited to, the process to be followed by the charter school to ensure parental involvement.” - Education Code Section 47605(c)(5)(D)*

### LEGAL STATUS

The Charter School shall be operated by Invictus Academy, Inc., a California non-profit public benefit corporation formed and organized pursuant to California Nonprofit Public Benefit Corporation Law. The Charter School will be governed by the Board of Directors (“Board”) pursuant to its corporate bylaws, which shall be consistent with this Petition.

The Charter School will operate autonomously from the County, with the exception of the supervisory oversight as required by statute and other contracted services. Pursuant to California Education Code Section 47604(d), the County Board shall not be liable for the debts and obligations of the Charter School or for claims arising from the performance of acts, errors, or omissions by the Charter School as long as the County has complied with all oversight responsibilities required by law. All staff are employees of the Charter School. All duties herein applying to the Charter School shall ultimately rest with the Charter School operating as a non-profit public benefit corporation.

Additional information regarding Invictus’ status as a nonprofit and its governance is provided in the Appendix, including the Conflict of Interest Code, Bylaws and Articles of Incorporation.

### GOVERNANCE STRUCTURE

The organizational structure of the Charter School is designed to ensure the fulfillment of its mission. Broadly, there are four levels to this structure: the mission, governance (the Invictus Academy, Inc. Board of Directors (“Board”)), management (the Executive Director and Leadership Team), and staff. This structure is demonstrated below.

### BOARD OF DIRECTORS

The Board is a policy-making Board which oversees the fundamental aspects of the Charter School. The membership of the Board shall be defined in the Board Bylaws and will strive to include community members with expertise in finance, law, non-profit governance, fundraising, school leadership, and academic program development. In addition, in accordance with Education Code Section 47604(c), the authority that grants the charter to a charter school to be operated by a nonprofit public benefit corporation shall be entitled to a single representative on the Board of the nonprofit public benefit corporation. A roster of current Board members is included in the Appendix.

The Board of Directors is fully responsible for the operation and fiscal affairs of the Charter School, including but not limited to, approval of all budget-related and financial activities connected to the Charter School; managing all aspects of the Executive Director position; evaluation of performance; participation in independent fiscal and programmatic audit; and long-term strategic planning.

## **OPEN MEETINGS AND TRAINING**

The Board of Directors of the Charter School meets regularly and in accordance with the Brown Act and Education Code Section 47604.1(c).

The Board will ensure all meeting announcements, locations and agendas are posted in accordance with each type of meeting and as required by the Brown Act. These meetings include:

1. Regular Meetings: Agendas will be posted at least 72 hours prior to the meeting.
2. Special Meetings: Agendas will be posted at least 24 hours prior to the meeting.
3. Emergency Meetings: One-hour notice will be posted in the case of a dire emergency.

All Board members receive training on ethics (AB 2158), which includes the Brown Act. Moreover, all new Board members will undergo an orientation that is in accordance with and trains them on the Brown Act.

## **COMMITTEES**

The Board has the discretion to add or remove committees, change meeting schedules, or make other adjustments to committee structure as allowed by the Board's bylaws ("Bylaws"), which can be found in the Appendix. Committees will be considered as the need arises.

## **GOVERNANCE AND MANAGEMENT**

The Board is responsible for hiring and evaluating the Executive Director, setting policies to secure the current and future fiscal, operational, and legal health of the Charter School, and ensuring adequate resources are in place. Through these responsibilities, the Board provides oversight and accountability to management. The Board is responsible for approving the annual budget. The Board is also responsible for ensuring the Charter School has sufficient resources to fulfill its mission, while management is responsible for allocating those resources to fulfill the mission.

Management is responsible for the day-to-day execution at the school site level to ensure the fulfillment of the Charter School's mission. Some of these duties include making hiring decisions for staff, selecting and implementing curricula, and implementing personnel policies. Management communicates regularly with the Board to ensure cohesion across the organization.

## **RESPONSIBILITIES OF THE BOARD**

The Board of Directors is responsible for oversight and accountability for the Charter School. Its current roles and responsibilities are bulleted below:

- Hiring, annually evaluating, and disciplining, up to and including termination of, the Executive Director
- Ensuring effective planning and adequate financial resources
- Protecting assets and providing adequate financial oversight
- Maintaining and building effective capacity for the Board
- Ensuring legal and ethical integrity
- Approving key policies including, but not limited to, budget, personnel, and Board bylaws
- Complying with open meeting laws in accordance with the Brown Act

- Abiding by all internal Board bylaws, including the Board's Conflict of Interest policy
- Building Board capacity by rotating and adding members, as needed

## RESPONSIBILITIES OF THE EXECUTIVE DIRECTOR

The Executive Director communicates and executes the Charter School's mission. The Executive Director's current roles and responsibilities include, but are not limited to:

- Communicate the mission, academic program, and culture of Invictus Academy of Richmond to key stakeholders, including students, families and staff
- Design and implement fundraising initiatives in concert with the Board to ensure the long-term fiscal health and viability of the Charter School
- Ensure complete and thorough reporting to the Board, including key measures of student achievement, financial indicators, and other operational issues as needed for the Board to fulfill its oversight and accountability duties
- Serve as a liaison between the County and the Board
- Hire, supervise, evaluate, and discipline, up to and including termination, all staff of the Charter School, or delegate this authority to appropriate administrators
- Develop and implement the budget of the Charter School in accordance with generally accepted accounting principles
- Manage (with the Operations Director) the efficient and effective planning and implementation of back-office tasks for the Charter School, including but not limited to budget development, financial reporting, audits, and fundraising
- As needed, contract with and evaluate third-party support providers to provide payroll, bookkeeping, budgeting, and other back-office services, within Board established contractual limits
- Ensure the County and the state receive all necessary and mandated reports and data
- Negotiate Memoranda of Understanding and other contracts with the County, and other community partners
- Ensure all state and federal required reports are completed and filed

## FAMILY AND STAKEHOLDER INVOLVEMENT

Invictus believes in cultivating strong partnerships with families. The following represent key ways in which the Charter School will engage families in the education of their children.

### FAMILY ENGAGEMENT

Invictus believes a strong partnership between the Charter School and students' families is vital to the achievement of the collective mission. Invictus has intentionally designed structures and systems to make time and space to foster these partnerships, starting before students ever set foot on campus. These structures and systems are detailed below.

- **Family Orientation:** Invictus recognizes the Charter School provides a unique school experience. To ensure students and families have a smooth transition and to maximize time spent achieving Invictus' mission, the Charter School hosts two family orientation sessions before the start of the school year with both on-campus and online engagement opportunities to maximize accessibility for all families. These sessions highlight expectations for students and cover key school policies in detail, as well as relevant information regarding parent involvement.

- **Weekly Communication:** Invictus systematically and regularly (currently weekly, at minimum) communicates with parents. The Charter School believes it is even more important to communicate positively about students with families than it is to highlight areas of growth. To this end, Invictus regularly allocates time at weekly staff meetings for teachers to make positive phone calls, texts, and emails. Additionally, all students take home a weekly report that includes data and information about their academic and behavioral progress. The Charter School aims to over-communicate with families, understanding they are one of the most critical stakeholders at Invictus.
- **Monthly Family Events:** To maintain and develop relationships established at the outset of the school year, Invictus hosts monthly school-wide family engagement events such as barbecues, student awards nights, sporting events, and college information sessions. These events will be the main medium through which college information regarding required courses, the college application process, and financial aid will be disseminated. These events create settings in which students, parents and staff can meet face-to-face, have authentic conversations, and build trust with families while simultaneously providing relevant and detailed information regarding their child's education. They also align to the mission by strengthening the connection between home and school to support student achievement.
- **Monthly Coffee and Donuts with Families:** It is crucial that parents feel welcome on campus and have opportunities to connect personally with school leadership. This builds trust and relationships, as well as provides parents with information to better support students towards a common mission. As a result, once per month, Invictus hosts a coffee and pastries event with families on campus. This occurs before or during the school day, with the leadership presenting updates and sharing highlights. Parents also have an opportunity to bring forth questions and engage in dialogue regarding any topics they feel are relevant.
- **Student-led Conferences:** Once per semester students and families will meet to discuss student academic performance as well as their growth in non-academic habits with their Advisors. These sessions will be largely led by students, who will complete a reflection form in preparation for these meetings in Advisory. Teachers act as facilitators and offer additional insights on student strengths and areas for growth. This is an opportunity for parents to gain additional insight into students' progress during that semester, which can inform their messaging at home. Student-led conferences are critical to keeping families informed and aware of their students' path to college.
- **Bi-Annual Surveys:** Twice a year, Invictus sends home a survey for parents to complete. Surveys include questions regarding family communication and work with the Charter School.
- **English Learner Advisory Committee:** Invictus has established an English Learner Advisory Committee ("ELAC"). This committee is composed of parents of ELs, parents of non-ELs, and Charter School staff. The ELAC serves in an advisory capacity to provide Invictus with input on school practices and expenditures pertaining to ELs. The ELAC is formed annually. The percentage of parents of ELs on the ELAC is greater than or equal to the percentage of ELs at the Charter School. EL parents must make up at least 51% of those parents serving on the ELAC. Appropriate funds are allocated to support reasonable expenses that parents may incur in carrying out their duties as members of

the ELAC. On an annual basis, the Charter School shall provide the ELAC with relevant training that may be needed for members to carry out their duties.

- **Advisory and Parent Communication:** Invictus recognizes motivating students to put forth their best effort is a major part of their success in school. As a result, Advisory time is utilized to help students set and monitor academic goals and communicate regularly with families to reinforce students' goals at home. Invictus hosts one parent/teacher conference each semester, communicates with parents at least once per week, and hosts monthly events to build relationships with families. Invictus believes these forms of purposeful communication align the motivational messaging to students to encourage them to invest themselves fully in their schoolwork.

Element 5:

# Employee Qualifications



## Element 5: Employee Qualifications

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*“The qualifications to be met by individuals to be employed by the charter school.” - Education Code Section 47605(c)(5)(E)*

### **STATEMENT OF NON-DISCRIMINATION**

In accordance with Education Code 47605(e)(1), Invictus is and shall continue to be nonsectarian in its employment practices and all other operations. Invictus shall not discriminate against any individual (employee or 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, including immigration status, or association with an individual who has any of the aforementioned characteristics). All employees are expected to possess the personal characteristics, skills, knowledge and experience required by their job description as determined by the Charter School. All employees must comply with the Invictus employee processing policies and procedures (to include, but not be limited to, fingerprints, criminal record clearance, proof of identity, right to work in the United States, and tuberculosis screening).

### **ORGANIZATIONAL STRUCTURE**

Above all else, Invictus Academy of Richmond and any employee adheres first and foremost to the mission of the Charter School, ensuring students are able to thrive in college, solve relevant problems, and communicate with confidence.

### **GENERAL QUALIFICATIONS**

All employees at the Charter School will be required to demonstrate alignment with the Charter School’s mission, vision, and educational philosophy. It is the responsibility of Invictus leadership to ascertain this commitment in a rigorous interview process for each applicant. Regardless of the role for which an applicant is applying, the following attributes will be sought in all personnel to be employed by the Charter School:

- The applicant is in alignment with the Charter School’s mission and vision.
- The applicant believes that all students, regardless of race, class, family background, or other demographic factors, can achieve at the highest level.
- The applicant seeks to work with a student and family population reflective of Richmond and the surrounding community, including students who fit the typical student profile of Invictus Academy of Richmond.
- The applicant seeks to be part of a team-oriented culture that holds all stakeholders, including staff, to high expectations.
- The applicant demonstrates attributes that are highly predictive of professional success.

Beyond the general qualifications above, key roles at the Charter School require more specialized qualifications. The current qualifications are outlined below for key roles, by position.

### Executive Director Qualifications:

- Four years of teaching and/or school leadership experience
- Experience in strategic planning in education settings
- Record of high student and professional achievement with quantifiable success
- Experience with budgeting and contracting
- Bachelor's degree required
- Master's or advanced degree preferred

### Principal Qualifications:

- At least three years of relevant experience in schools, including at least two years of leadership experience
- Relevant leadership experience in an educational setting, preferably as a Principal or Assistant Principal
- Proven track record of improving student achievement and fostering a positive school culture
- Bilingual in Spanish, preferred
- Administrative credential, preferred
- Bachelor's degree
- Master's or advanced degree preferred

### Director of Operations Qualifications:

- At least two years of experience with operations/systems management (preferably within the education field)
- Experience with reading and reviewing annual budgets
- Experience with data organization and analysis
- Bachelor's degree

### Head of People Qualifications:

- Experience monitoring and analyzing data
- Experience working with technology systems and reporting
- Excellent written and oral communicator
- Two years of full-time experience in human resources and compliance, preferred
- Bachelor's degree
- Master's degree, preferred

### Director of Curriculum and Instruction Qualifications:

- At least two years' teaching experience
- Record of high student and professional achievement with quantifiable success
- Strong classroom management and instruction skills
- Experience coaching instruction and writing curriculum
- Bachelor's degree

### Director of Multi-Tiered Systems of Support Qualifications:

- At least one year of prior teaching experience, preferred
- Experience working with students with special needs
- Knowledge of special education rights of students and responsibilities of schools including the IEP process (testing and implementation of accommodations and modifications)
- Bachelor's degree
- Certified Special Education Teacher, preferred

#### College Access Counselor Qualifications:

- Experience creating, implementing, and monitoring a curriculum-based program
- Excellent written and oral communicator
- Bachelor's degree

#### Dean of Students Qualifications:

- Record of quantifiable success improving student outcomes
- Strong classroom management and instruction skills
- Bachelor's degree

#### Enrollment & Family Liaison Manager Qualifications:

- Bilingual in Spanish
- Experience working in a school setting
- Experience with community engagement and outreach
- Experience with recruitment/sales and marketing
- Bachelor's degree

### TEACHER QUALIFICATIONS:

Pursuant to Education Code Section 47605(l)(1), teachers in the Charter School are required to hold the CTC certificate, permit, or other document required for the teacher's certificated assignment. These documents shall be maintained by the Charter School and are subject to periodic inspection by the County. The Board may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in accordance with all of the requirements of the applicable statutes or regulations in the same manner as a governing board of a school district. The Charter School shall have authority to request an emergency permit or a waiver from the CTC for individuals in the same manner as a school district.

Teachers shall also have the following qualifications:

- The CTC certificate, permit, or other document required for the teacher's certificated assignment. [Education Code Section 47605(l)(1)]
- Demonstrated core academic subject matter competence
- Bachelor's degree
- At least one year of prior teaching experience preferred
- Bi-lingual in Spanish preferred

Element 6:

# Health and Safety Procedures



## Element 6: Health and Safety Procedures

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*“The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:*

*(i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.*

*(ii) For all schools, the development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (N), inclusive, of paragraph (2) of subdivision (a) of Section 32282. For schools serving pupils in any of grades 7 to 12, inclusive, the development of a school safety plan shall also include the safety topic listed in subparagraph (O) of paragraph (2) of subdivision (a) of Section 32282..*

*(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school. “*

*- Education Code Section 47605(c)(5)(F).*

Invictus implements a comprehensive set of health, safety, and risk management policies, which are regularly reviewed with the staff, students, parents, and the Board. These are reviewed and discussed with the Charter School's insurance carrier(s).

The current Charter School's health and safety procedures can be found in the Student and Parent Handbook, which can be found in the Appendix.

### **SCHOOL MEALS**

The Charter School shall provide breakfast and lunch free of charge during each school day to any pupil who requests a meal without consideration of the pupil's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. The meals provided under this paragraph are nutritionally adequate meals that qualify for federal reimbursement.

The Charter School shall provide each student adequate time to eat as determined by the Charter School in consideration of available guidance.

### **FOOD SERVICE AND OTHER AUXILIARY SERVICES SAFETY**

Invictus contracts with an outside agency for its food service needs. The Charter School is responsible and accountable for filing all documents necessary for operating the food service program, as well as for reimbursement from the State. Invictus ensures its auxiliary services such as food services, transportation, and custodial services are safe and free from hazardous materials.

### **COMPREHENSIVE ANTI-DISCRIMINATION AND SEXUAL HARASSMENT POLICIES AND PROCEDURES**

Invictus is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on

the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. Invictus has adopted comprehensive policies to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and is addressed in accordance with Invictus' anti-discrimination and anti-harassment policies. All supervisors are required to participate in regular training detailing their legal responsibilities.

A copy of the policy shall be provided as part of any orientation program conducted for new and continuing pupils at the beginning of each quarter, semester, or summer session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired. The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code Section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at the school site and in public areas at the school site that are accessible to, and commonly frequented by, pupils.

## **PROCEDURES FOR BACKGROUND CHECKS**

Employees and contractors of Invictus will be required to submit to a criminal background check and furnish a criminal record summary as required by Education Code sections 44237 and 45125.1. Invictus will comply with all applicable state and federal laws regarding background checks and clearance of all personnel. Applicants for employment must submit fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. Invictus will monitor compliance with this policy. Volunteers or contractors who will work outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to working without the direct supervision of a credentialed employee.

## **ROLE OF STAFF AS MANDATED CHILD ABUSE REPORTERS**

All Invictus employees and contractors working directly with students are mandated child abuse reporters and follow all applicable reporting laws, the same policies and procedures used by CCCOE. The Charter School provides all employees, and other persons working on behalf of Invictus who are mandated reporters, with annual training on child abuse detection and reporting, in accordance with Education Code Section 44691.

## **EMPLOYEE RECORDS**

The Charter School complies with all applicable state and federal laws concerning the maintenance and disclosure of employee records.

## **DRUG FREE/ALCOHOL FREE/SMOKE FREE ENVIRONMENT**

Invictus shall maintain a drug, alcohol, and tobacco free environment.

## **TUBERCULOSIS RISK ASSESSMENT AND EXAMINATION**

Employees, and volunteers who have frequent or prolonged contact with students, will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, and for employees at least once each four years thereafter, as required by Education Code Section 49406.

## **IMMUNIZATIONS**

All enrolled students who receive classroom-based instruction are required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. All incoming 7<sup>th</sup> grade students must be immunized with a pertussis (whooping cough) vaccine booster.

## **MEDICATION IN SCHOOL**

Invictus will adhere to Education Code Section 49423 regarding administration of medication in school. Invictus adheres to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members.

Per AB 1651 (2023), the Charter School shall store emergency epinephrine auto-injectors in an accessible location upon need for emergency use and include that location in annual notices required by law.

To the extent the Charter School maintains a stock of albuterol inhalers to respond to respiratory distress in students, the Charter School shall comply with the requirements of Education Code Section 49414.7, including with respect to training, notices, and the stocking of albuterol inhalers.

## **VISION, HEARING, AND SCOLIOSIS**

All students will be screened for vision, hearing and scoliosis. The Charter School will adhere to Education Code Section 49450, et seq., as applicable to the grade levels served by the Charter School.

## **DIABETES**

Invictus will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7<sup>th</sup> grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

## **BLOODBORNE PATHOGENS**

The Charter School shall meet state and federal standards for dealing with bloodborne pathogens and other potentially infectious materials in the workplace. The Charter School has a

written infectious control plan designed to protect employees and students from possible infection due to contact with bloodborne viruses, including human immunodeficiency virus (“HIV”) and hepatitis B virus (“HBV”).

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

## **FACILITIES COMPLIANCE**

Invictus shall use facilities that are compliant with the Field Act or facilities that are compliant with the California Building Standards Code, as well as with the ADA. 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 will maintain on file records documenting such compliance. The Charter School shall conduct fire drills as required under Education Code Section 32001 and in conjunction with the West Contra Costa Unified School District due to Invictus currently being located at one of this District’s campuses.

## **ASBESTOS MANAGEMENT**

Invictus occupies facilities that comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (“AHERA”), 40 CFR part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

## **SCHOOL SAFETY PLAN**

The Charter School has adopted a School Safety Plan, to be reviewed and updated by March 1 of every year, which includes identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School’s procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(O):

- a. child abuse reporting procedures
- b. routine and emergency disaster procedures
- c. policies for students who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- d. procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- e. a discrimination and harassment policy consistent with Education Code Section 200
- f. provisions of any schoolwide dress code that prohibits students from wearing “gang-related” apparel, if applicable
- g. procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- h. a safe and orderly environment conducive to learning
- i. the rules and procedures on school discipline adopted pursuant to Education Code Sections 35291, 35291.5, and 47605
- j. procedures for conducting tactical responses to criminal incidents
- k. procedures to prepare for active shooters or other armed assailants by conducting a drill, if this topic is covered in the School Safety Plan

- l. procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a school bus serving the school
- m. procedures to respond to incidents involving an individual experiencing a sudden cardiac arrest or a similar life-threatening medical emergency while on school grounds
- n. procedures specifically designed to notify parents and guardians of pupils, teachers, administrators, and school personnel when the school confirms the presence of immigration enforcement on the school site
- o. a protocol in the event a pupil is suffering or is reasonably believed to be suffering from an opioid overdose

The School Safety Plan shall be drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshal. Staff shall receive training in emergency response, including appropriate “first responder” training or its equivalent.

The Charter School has developed an instructional continuity plan, consistent with Education Code Section 32282(a)(3), to establish communication with students and their families and provide instruction to students when in-person instruction is disrupted due to an emergency pursuant to Education Code Sections 41422 or 46392(a).

Disaster procedures included in the School Safety Plan shall address and include adaptations for students with disabilities, in compliance with ADA requirements. To the extent an employee, parent/guardian, educational rights holder, or student brings concerns regarding the procedures to the Charter School and, if there is merit to the concern, the Executive Director, or their designee, shall direct the School Safety Plan to be modified accordingly.

## **SUICIDE PREVENTION POLICY**

The Charter School maintains a policy on student suicide prevention in accordance with Education Code Section 215. The Charter School shall review, at a minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Pursuant to AB 58 (2021-22), the Charter School will also review and update its suicide prevention policy to incorporate best practices identified by the California Department of Education’s model policy, as revised.

## **MENTAL HEALTH EDUCATION**

If the Charter School offers one or more courses in health education to students in grades 7-12, the Charter School shall include in those courses instruction in mental health that meets the requirements of Education Code Section 51925, et seq.

## **MENTAL HEALTH INFORMATION**

The Charter School shall create and post a poster at the school site identifying approaches and resources addressing student mental health in compliance with Education Code Section 49428.5. The poster shall be displayed in English and the primary language(s) spoken by fifteen (15) percent or more of students enrolled at the school site. The poster shall be prominently and conspicuously displayed in appropriate public areas that are accessible to, and commonly frequented by, students at the school site. The poster shall also be digitized and distributed

online to students through social media, internet websites, portals, and learning platforms at the beginning of the school year.

## **PREVENTION OF HUMAN TRAFFICKING**

The Charter School identifies and implements the most appropriate methods of informing parents and guardians of students of human trafficking prevention resources.

## **CALIFORNIA HEALTHY YOUTH ACT**

The Charter School shall teach sexual health education and HIV prevention education to students at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act (Education Code Section 51930, et seq.).

## **BULLYING PREVENTION**

The Charter School has adopted procedures for preventing acts of bullying, including cyberbullying. The Charter School annually makes available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated school site employees and all other school site employees who have regular interaction with children.

## **HOMICIDE THREATS**

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

## **GUN SAFETY NOTICE**

At the beginning of the first semester, the Charter School shall distribute a notice to the parents/guardians of each student addressing California's child gun access prevention laws and laws related to firearm safety utilizing the most updated model language published by the CDE.

## **ATHLETIC PROGRAMS**

The Charter School shall comply with all applicable laws related to health and safety policies and procedures surrounding athletic programs at charter schools, including, but not limited to, providing information to athletes regarding sudden cardiac arrest and annually providing each athlete an Opioid Factsheet for Patients. In the event the Charter School participates in any interscholastic athletic programs, it shall comply with all applicable requirements, including, but not limited to, adopting a written emergency action plan for sudden cardiac arrest or other medical emergencies related to athletic programs, and acquiring at least one automated external defibrillator.

Further, the Charter School's emergency action plan shall describe the location of emergency medical equipment and include a description of the manner and frequency at which the procedures to be followed in the event of sudden cardiac arrest and other medical emergencies, including concussion and heat illness, will be rehearsed. Coach training shall include recognition of the signs and symptoms of and responding to concussions, heat illness, and cardiac arrest.

In the event the Charter School participates in the California Interscholastic Federation, it shall post on its website a standardized incident form as developed by the CDE to receive complaints of racial discrimination, harassment, or hazing alleged to occur at high school sporting games or sporting events and shall include instructions on how to submit a completed incident form consistent with Education Code Section 33353.

## **MENSTRUAL PRODUCTS**

The Charter School stocks the restrooms at all times with an adequate supply of menstrual products, available and accessible, free of cost, in all women's restrooms and all-gender restrooms, and in at least one men's restroom. The Charter School posts a notice regarding the requirements of Education Code Section 35292.6 in a prominent and conspicuous location in every restroom required to stock menstrual products, as specified. This notice includes the text of Education Code Section 35292.6 and contact information, including an email address and telephone number, for a designated individual responsible for maintaining the requisite supply of menstrual products.

## **WORKPLACE VIOLENCE PREVENTION PLAN**

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

## **SUPPORTING LGBTQ STUDENTS**

Through the completion of the 2029-30 school year, the Charter School shall use an online training delivery platform and curriculum to provide at least one (1) hour of required LGBTQ cultural competency training annually to teachers and other certificated employees and maintain records of such training as required by Education Code Section 218.

## **ALL GENDER RESTROOMS**

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

## **EXTREME WEATHER POLICY**

On or before July 1, 2026, the Charter School will develop, adopt, and implement a weather policy that includes protocols for extreme weather conditions, and incorporate the standardized guidelines developed by the CDE.

## **PREGNANT AND PARENTING STUDENTS**

The Charter School shall provide an annual notice to students about their rights regarding pregnancy or when parenting in compliance with Education Code Sections 222.5, and 46015.

## **TRANSPORTATION SERVICES**

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

## **SAFETY ACT**

Pursuant to AB 1955 (2024), employees of the Charter School shall not be required to disclose any information related to a pupil's LGBTQ+ identity to any other person without the pupil's consent unless otherwise required by state or federal law. This provision shall not limit a parent's ability to request school records on behalf of their child.

Element 7:

# Student Population Balance



## Element 7: Student Population Balance

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*“The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” - Education Code Section 47605(c)(5)(G).*

Invictus will strive, through recruitment, to achieve a student population that reflects a racial and ethnic balance, special education pupils and English Learners, including redesignated fluent English proficient pupils, that is reflective of the general population residing within the territorial jurisdiction of the West Contra Costa Unified School District.

### **RECRUITMENT STRATEGY**

Invictus will monitor the racial and ethnic, special education, and EL student balance among its students on an annual basis and, as appropriate in response to the data, modify its community outreach plan to achieve a racially and ethnically, ability, and linguistically diverse student population. Invictus has developed relationships with local community organizations and families, as well as expanded its online presence and created an accessible website with enrollment information. Through these means, the Charter School recruits a student population generally reflective of the District.

Invictus has and will continue to use a variety of strategies to ensure the student body's diversity reflects that of the District. These strategies include, but are not limited to, the following:

- Adopting an open enrollment timeline that allows for adequate family outreach and submission of enrollment materials.
- Holding multilingual information sessions in large and small group settings with community partners and families to provide information about Invictus' mission, educational program, and curriculum.
- Distributing brochures, flyers, and other marketing materials within the community.
- Conducting outreach to a broad base of culturally diverse community organizations including churches, youth centers, local sports leagues, neighborhood groups, and other leadership organizations.
- Conducting outreach in a variety of communities with residents of different socio-economic backgrounds.
- Translating all enrollment materials, information sessions, and parent meetings in both English and Spanish. Translation into other languages will be considered based on feasibility.
- Communicating clearly in all outreach efforts and marketing materials that Invictus is tuition-free and open to all students, and that parental involvement, which may be encouraged, is not a requirement for acceptance or continued enrollment at Invictus.
- Empowering parent leaders to leverage their networks to recruit families.

Invictus is committed to ensuring all outreach efforts are accessible and welcoming to students and families from all backgrounds.

Element 8:

# Admission Policies and Procedures



## Element 8: Admission Policies and Procedures

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*“Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (e).” - Education Code Section 47605(c)(5)(H).*

### **NON-DISCRIMINATORY ADMISSION PROCEDURES**

Invictus shall be nonsectarian in its programs, admission policies, and all other operations, and shall not charge tuition or discriminate against any student on the basis of the characteristics listed in Education Code Section 220. As a non-sectarian, tuition-free public school, Invictus will admit all grade-level eligible pupils residing in California 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, will not be determined by the place of residence of a pupil or the pupil's parent or legal guardian within the state. In accordance with Education Code Sections 49011 and 47605(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

In accordance with Education Code Section 47605(e)(4)(A), the Charter School shall not discourage a pupil from enrolling or seeking to enroll in the Charter School for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(e)(4)(C), the Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605(e)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605(e)(4), and make this notice available to parents.

Although Invictus targets underserved students, the Charter School is a free public school open to all California residents without regard to prior academic achievement or the residence of the pupil or their parents in the State of California except as is required by Education Code Section 47605(e)(2)(B).

Students already enrolled at Invictus will be exempt from the application and lottery process.

### **HOMELESS AND FOSTER YOUTH**

Invictus shall adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Invictus

shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Invictus is open to enroll and provide services for all students, and provides a standard contact phone number and email address for access to additional information regarding enrollment. Invictus shall comply with all applicable provisions of Education Code sections 48850 – 48859.

## **RECRUITMENT AND ENROLLMENT TIMELINE**

The following represents Invictus' projected application, public random drawing, and admissions timeline. If necessary and appropriate, this timeline may be amended.

- October-February: Application materials will be sent to target students/families in their preferred language. Re-enrollment forms sent to existing students. Open enrollment deadline occurs and, if required, public random drawing is held.
- March-May: Acceptance notifications, enrollment materials, and orientation/onboarding information distributed to families of students accepted in the public random drawing. Open house occurs for new families. Waitlist notifications distributed to families of students not granted admission through the public random drawing.

## **PUBLIC RANDOM DRAWING APPLICATION AND ENROLLMENT PREFERENCES**

The application process consists of completion and submission of a student interest form for each child who is interested in attending the Charter School.

An open application period will be publicly advertised by Invictus. During this period, applications will be accepted for enrollment for the following school year. At the close of the open enrollment period, applications shall be counted to determine whether any grade level has received more applications than its maximum capacity. Should this occur, Invictus will hold a public random drawing to determine enrollment for the grade level(s) in question, with the exception of existing Invictus students, who are guaranteed enrollment for the following school year. Enrollment preferences in the case of a public random drawing shall be as follows:

1. Siblings of students admitted to or enrolled in Invictus
2. Children of regular, full-time Invictus employees, not to exceed 10% of the total enrollment
3. Children residing within the West Contra Costa Unified School District
4. All other students who reside within the state of California

## **PUBLIC RANDOM DRAWING AND WAITLIST PROCEDURES**

In the event a public random drawing ("lottery") becomes necessary, lottery rules will be communicated to all parties present at the lottery, orally and in writing in both English and Spanish, including applicable enrollment preferences. Where possible, communication will occur in additional languages if requested. Invictus currently utilizes the independent, third party "Enroll WCC" program, which runs on the SchoolMint platform, to conduct its lottery.

Should Enroll WCC no longer be available, Invictus will follow the procedures below to conduct a lottery.

Invictus will monitor lottery results annually to determine if the above preferences are in any way preventing the Charter School from achieving the racial, ethnic and unduplicated pupil balance the Charter School strives to reflect.

The Board will take all necessary efforts to ensure lottery procedures are fairly executed. Lottery spaces are pulled in order of grade level by the designated lottery official (appointed by the Executive Director). Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place on the same day in a single location. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level. There is no weighted priority assigned to the preference categories; rather, within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category, and shall continue with that preference category until all vacancies within that grade level have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above.

Student names will be drawn until all open seats are filled in each grade level. Remaining names will be pulled and placed in the order drawn in the lottery to populate the waitlist. Applications received after the open enrollment deadline will be held in abeyance for a subsequent lottery, if needed. At any time, a family may request to be removed from the waitlist, with any such requests being granted. Waitlists shall be valid for the duration of the applicable school year for which the lottery populating the waitlist took place. In no event shall a waitlist be applicable for more than one school year. Students on a waitlist who are not offered a seat prior to the conclusion of a given school year must apply for enrollment the following year in order to be considered for admission for the following school year.

## **ENROLLMENT PROCEDURES**

Families of students included in the lottery will be notified of admission and waitlist status by electronic communication (phone and email). Students admitted for the upcoming school year via the lottery will be required to complete enrollment (registration) documents within a specified time frame following notification of an offer of admission. Following the lottery, the Charter School will hold an information session for families to have outstanding questions answered prior to the deadline for submitting enrollment documents.

If a seat becomes available at Invictus, families of students on the waitlist will be notified and offered an open seat in the order they are on the waitlist. Families admitted from the waitlist must confirm enrollment and complete the student enrollment form within a specified time frame. Families must submit all registration documents prior to the deadline, unless otherwise determined by Invictus. In the event a family declines an offer of admission or does not complete the required steps within the deadlines, the next student on the waitlist shall be offered the seat. This process will continue until the open seats are filled.

Invictus shall maintain records of applications, lottery, waitlists, enrollment, and notifications related thereto. Policies related to enrollment and lottery shall be available at the school site. Records of lottery, enrollment, and waitlists shall be made available, upon request, for public

viewing, provided, however, student identification information, including identification numbers, shall not be included in such records.

To enroll their student(s) at Invictus, families must submit a completed Student Registration Form and supporting documentation for all new students. The list of required documentation currently includes the following:

1. Student registration form
2. Health questionnaire
3. Student supports information
4. Home Language Survey
5. Family Background
6. Release of records<sup>1</sup>
7. Technology use agreement
8. Media release form
9. Campus release form
10. Proof of Immunization
11. Address verification

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<sup>1</sup> In accordance with Education Code Section 47605(e)(4)(B), the Charter School shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the Charter School before enrollment.

Element 9:

# Annual Independent Financial Audit



## Element 9: Annual Independent Financial Audit

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*“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(c)(5)(I)*

### FISCAL AUDIT

The Board will select an independent financial auditor from the State Controller’s list of approved education auditors and oversee audit requirements. The auditor selected will have, at a minimum, a CPA and educational institution audit experience and be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

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

A copy of the auditor’s findings will be forwarded to the County as well as the State Controller and to the CDE by the 15th of December of each year, or by the required deadline.

Invictus’ Executive Director will review any audit exceptions or deficiencies and report to the Board with recommendations on how to resolve them. The Board will submit a report to the County describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the County along with an anticipated timeline for the same. The anticipated timeline will incorporate any recommendations from the auditor and shall reflect discussions with the County as to a reasonable timeline for resolution. Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process contained in this Petition.

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.

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

Element 10:

# Suspension and Expulsion Procedures



## Element 10: Suspension and Expulsion Procedures

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*“The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:*

*(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil’s side of the story.*

*(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:*

*(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil’s basic rights.*

*(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.*

*(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil’s parent or guardian or, if the pupil is a homeless child or youth, or a foster child or youth, in the native language of the homeless or foster child’s educational rights holder. In the case of a foster child or youth, the written notice shall also be provided to the foster child’s attorney and county social worker. If the pupil is an Indian child, as defined in Section 224.1 of the Welfare and Institutions Code, the written notice shall also be provided to the Indian child’s tribal social worker and, if applicable, county social worker. The written notice shall inform the pupil, the pupil’s parent or guardian, the homeless child’s educational rights holder, the foster child’s educational rights holder, attorney, and county social worker, or the Indian child’s tribal social worker and, if applicable, county social worker of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil’s parent or guardian, the homeless child’s educational rights holder, the foster child’s educational rights holder, attorney, or county social worker, or the Indian child’s tribal social worker or, if applicable, county social worker initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).*

*(iv) A foster child’s educational rights holder, attorney, and county social worker and an Indian child’s tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information.”*

*- Education Code Section 47605(c)(5)(J)*

### SCHOOL CULTURE

Invictus fosters a positive school culture where students and staff are valued and expectations are made clear. Invictus believes this culture is achieved by communicating expectations clearly, making time and space to celebrate students and staff in both large and small ways, and administering consequences, when appropriate, fairly, calmly, and objectively. The Charter

School's discipline system is not rooted in punishment, but rather, restorative justice, in which transgressions that affect the school community are explored and attempts at redemption made. Through this approach, Invictus establishes a level of consistency with respect to discipline and consequences that sets all students up for success.

## **SUSPENSION AND EXPULSION POLICY**

The school culture of Invictus is a key driver of student behavior. The policy detailed in the following sections serves as the Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the Petition so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. Policy and procedures will be distributed as part of the Student and Family Handbook and will clearly describe discipline expectations. The Charter School administration shall ensure that students and their parents/guardians<sup>2</sup> are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this policy and its procedures are available upon request at the Invictus office and on the Charter School's website.

Corporal punishment shall not be used as a disciplinary measure against any 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.

## **SUSPENSION AND EXPULSION**

An out-of-school suspension means that a student is not allowed on school campus nor able to participate in any school activities for a given time period or number of days. A student who is suspended has the right to due process and the length of a suspension is no more than five days, other than as described below.

An expulsion means that a student is no longer allowed to attend the Charter School for a period of up to twelve (12) months. A student who is expelled has the right to due process and the expulsion process is detailed below.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the IDEA or who is qualified for services under 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 or state law requires additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the Education Code, when imposing any form of discipline on a student identified as an individual with disabilities, for whom the Charter School has a basis of knowledge of a suspected disability, or who is otherwise qualified for such services or protections in according due process to such students.

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<sup>2</sup>The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder, attorney, and county social worker; and an Indian child's tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term "parent/guardian" shall include these parties.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian and shall inform the student, and the student's parent/guardian of the basis for which the student is being involuntarily removed, and the student's parent/guardian's right to request a hearing to challenge the involuntary removal. If a student's parent/guardian requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent/guardian requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below.

In creating this policy, the Charter School has reviewed Education Code Section 48900 et seq. which describe the offenses for which students at noncharter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions, and involuntary removal. The language that follows is largely consistent with the language of Education Code Section 48900 et seq. The Charter School is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension, expulsion, or involuntary removal.

## **PROCEDURES**

### **A. Grounds for Suspension and Expulsion of Students**

- A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; or d) during, going to, or coming from a school-sponsored activity.

### **B. Enumerated Offenses**

1. Discretionary Suspension Offenses. Students may be suspended when it is determined the student:
  - a. Caused, attempted to cause, or threatened to cause physical injury to another person.
  - b. Willfully used force or violence upon the person of another, except self-defense.
  - c. Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
  - d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or

intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

- e. Committed or attempted to commit robbery or extortion.
- f. Caused or attempted to cause damage to school property or private property, which includes, but is not limited to, electronic files and databases.
- g. Stole or attempted to steal school property or private property, which includes, but is not limited to, electronic files and databases.
- h. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.
- i. Committed an obscene act or engaged in habitual profanity or vulgarity.
- j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k. Knowingly received stolen school property or private property, which includes, but is not limited to, electronic files and databases.
- l. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o. Engaged in or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.
- p. Made terroristic threats against school officials and/or school property, which includes, but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a

threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes, but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

- q. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 7 to 12, inclusive.
- r. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 7 to 12, inclusive.
- s. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to pupils in any of grades 7 to 12, inclusive.
- t. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
  - i. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
    1. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
    2. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.

3. Causing a reasonable student to experience substantial interference with their academic performance.
  4. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- ii. “Electronic Act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
1. A message, text, sound, or image.
  2. A post on a social network Internet Web site including, but not limited to:
    - a. Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (i) above.
    - b. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (i) above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
    - c. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (i) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
  3. An act of cyber sexual bullying.
    - a. For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (1) to (4), inclusive, of paragraph (i). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

- b. For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political or scientific value or that involves athletic events or school-sanctioned activities.
  - iii. Notwithstanding subparagraphs (i) and (ii) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
  - u. A student who aids or abets, as defined in Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (i)(a)-(b).
  - v. Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.
- 2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion when it is determined the student:
  - a. Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.
  - b. Brandished a knife at another person.
  - c. Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
  - d. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Penal Code Section 288a, or committed a sexual battery as defined in Penal Code Section 243.4.
- 3. Discretionary Expellable Offenses: Students may be recommended for expulsion when it is determined the student:
  - a. Caused, attempted to cause, or threatened to cause physical injury to another person.
  - b. Willfully used force or violence upon the person of another, except self-defense.

- c. Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e. Committed or attempted to commit robbery or extortion.
- f. Caused or attempted to cause damage to school property or private property, which includes, but is not limited to, electronic files and databases.
- g. Stole or attempted to steal school property or private property, which includes, but is not limited to, electronic files and databases.
- h. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.
- i. Committed an obscene act or engaged in habitual profanity or vulgarity.
- j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k. Knowingly received stolen school property or private property, which includes, but is not limited to, electronic files and databases.
- l. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o. Engaged in or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.

- p. Made terroristic threats against school officials and/or school property, which includes, but is not limited to, electronic files and databases. For purposes of this policy, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family’s safety, or for the protection of school property, which includes, but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
- q. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 7 to 12, inclusive.
- r. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 7 to 12, inclusive.
- s. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 7 to 12, inclusive.
- t. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
  - i. “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
    - 1. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or

students in fear of harm to that student's or those students' person or property.

2. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
  3. Causing a reasonable student to experience substantial interference with their academic performance.
  4. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- ii. "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
1. A message, text, sound, or image.
  2. A post on a social network Internet Web site including, but not limited to:
    - a. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (i) above.
    - b. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (i) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the pupil and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
    - c. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (i) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
  3. An act of cyber sexual bullying.
    - a. For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in

subparagraphs (1) to (4), inclusive, of paragraph (i). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

b. For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political or scientific value or that involves athletic events or school-sanctioned activities.

iii. Notwithstanding subparagraphs (i) and (ii) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

u. A student who aids or abets, as defined in Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

v. Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion when it is determined pursuant to the procedures below that the student:

a. Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee concurrence.

b. Brandished a knife at another person.

c. Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.

d. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Penal Code Section 288a, or committed a sexual battery as defined in Penal Code Section 243.4.

If it is determined by the Administrative Panel and/or Board that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, onto the campus or to have possessed a firearm or destructive device on campus, the student shall be

expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School will use the following definitions:

- The term “knife” means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.
- The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such a term does not include an antique firearm.
- The term “destructive device” means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb; (B) grenade; (C) rocket having a propellant charge of more than four ounces; (D) missile having an explosive or incendiary charge of more than one-quarter ounce; (E) mine; or (F) device similar to any of the devices described in the preceding clauses.

### C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

#### 1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Executive Director or designee with the student and the student’s parent/guardian and, whenever practical, the teacher, administrator, or Charter School employee who referred the student to the Executive or designee for the suspendable offense.

The conference may be omitted if the Executive Director or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and the student shall be notified of the student’s right to return to the school site for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. The conference shall be held as soon as the student is physically able to attend the conference. Penalties shall not be imposed on a student for failure of the student or the student’s parent/guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student or the student’s parent/guardian at the conference.

## 2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian in person, by email, or by telephone. 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(s) committed by the student as well as the date the student may return to school following the suspension. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

## 3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Executive Director or designee, the student and the student's parent/guardian shall be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student or the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference.

This determination will be made by the Executive Director or designee upon either of the following: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

## 4. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 7 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

## D. Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral hearing officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial Board following a hearing before it or by the Board upon the recommendation of a neutral and impartial Administrative Panel, to be

assigned by the Invictus Executive Director or designee as needed. The Administrative Panel shall consist of at least three (3) members who are neither a teacher of the student nor a member of the Board. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board shall make the final determination.

### E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Executive Director or designee determines that the student has committed an expellable offense and recommends the student for expulsion.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all student confidentiality rules under FERPA) unless the student makes a written request for a public hearing in open session at least three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

### F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5)

days notice of their scheduled testimony; (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent/guardian or legal counsel; and (c) elect to have the hearing closed while testifying.

2. The Charter School must also provide the complaining witness a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the complaining witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the complaining witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the complaining witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the room during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be

heard. Before such a determination regarding extraordinary circumstances can be made, the complaining witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

### G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

### H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have their testimony heard in a session closed to the public.

### I. Expulsion Decision

The determination of the Administrative Panel, if applicable, shall be in the form of written findings of fact and a written recommendation to the Board, which will make a final determination regarding the expulsion. The Board shall make the final determination regarding the expulsion within ten (10) school days following the conclusion of the hearing. The decision of the Board is final.

If the Administrative Panel decides not to recommend expulsion, or the Board ultimately decides not to expel, the student shall immediately be returned to their educational program.

### J. Written Notice to Expel

The Executive Director or designee, following a decision of the Board to expel, shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student and student's parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Executive Director or designee shall send a copy of the written notice of the decision to expel to the chartering authority. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

#### K. Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the chartering authority upon request.

#### L. No Right to Appeal

The student shall have no right of appeal from expulsion from the Charter School as the Board's decision to expel shall be final.

#### M. Expelled Students/Alternative Education

Students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within Contra Costa County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

#### N. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the student may reapply to the Charter School for readmission.

#### O. Readmission or Admission of Previously Expelled Student

The decision to readmit a student previously expelled from the Charter School, or to admit a previously expelled student from another school district or charter school, shall be in the sole discretion of the Board following a meeting with the Executive Director or designee and the student and student's parent/guardian to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Executive Director or designee shall make a recommendation to the Board following the meeting regarding the Executive Director or designee's determination. The Board shall then make a final decision regarding readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission or admission to the Charter School.

#### P. Notice to Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

## Q. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

### 1. Notification of SELPA

- The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student that the Charter School or the SELPA would be deemed to have knowledge that the student had a disability.

### 2. Services During Suspension

- Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

### 3. Procedural Safeguards/Manifestation Determination

- Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent/guardian, 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 parent/guardian 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 Charter School, the parent/guardian, 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 Charter School, the parent/guardian, 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 and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan. If the child already has such a behavioral intervention plan, modify it, as necessary, to address the behavior; and
  - c. Return the child to the placement from which the child was removed, unless the parent/guardian and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.
- If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

#### 4. Due Process Appeals

- The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education 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/guardian or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) school day time period provided for in an interim alternative educational setting, unless the parent/guardian and the Charter School agree otherwise.
- In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.
- In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than forty-five (45) school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

## 5. Special Circumstances

- Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.
- The Executive Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:
  - a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
  - b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
  - c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

## 6. Interim Alternative Educational Setting

- The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

## 7. Procedures for Students Not Yet Eligible for Special Education Services

- A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred. The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:
  - 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 Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
  - b. The parent/guardian has requested an evaluation of the child.
  - c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or designee, or to other Charter School supervisory personnel.

- If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.
- If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.
- The Charter School shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Element 11:

# Staff Retirement Systems



## Element 11: Staff Retirement Systems

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*“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(c)(5)(K)*

All employees of Invictus are currently eligible for a 401(k) retirement savings account, along with social security. Invictus, with the support of a back office provider as needed, ensures that appropriate arrangements for the coverage are made. Invictus makes all employer contributions as required. Invictus also makes contributions for workers' compensation insurance, unemployment insurance and any other payroll obligations of an employer.

Invictus does not currently participate in the State Teachers’ Retirement System or the Public Employees’ Retirement System.

Element 12:

# Public School Attendance Alternatives



## Element 12: Public School Attendance Alternatives

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*“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” - Education Code Section 47605(c)(5)(L).*

Invictus is a school of choice and no pupil shall be required to attend Invictus. Students who choose not to attend the Charter School may attend traditional public schools in accordance with existing enrollment and transfer policies of their district or county of residence. The parent or guardian of each student enrolled in the Charter School is notified that their student shall have no right to admission in a particular school of any local educational agency (or program of any local educational agency) as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the local educational agency.

Element 13:

# Employee Return Rights



## Element 13: Employee Return Rights

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*“The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” - Education Code Section 47605(c)(5)(M)*

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

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 Procedures



## Element 14: Dispute Resolution Procedures

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*“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(c)(5)(N)*

### **DISPUTES BETWEEN THE CHARTER SCHOOL AND THE COUNTY**

The Charter School will make every effort to work professionally with the County and will always work to resolve any disputes amicably and reasonably without resorting to formal procedures.

### **WRITTEN NOTIFICATION**

In the event the Charter School or the County have disputes regarding the terms of this Petition or any other issue regarding the Charter School and the County’s relationship, both parties agree to inform the other, in writing, of the specific issue(s) being disputed (“dispute statement”) and refer the issue to the County Superintendent or designee and the Executive Director of the Charter School or designee.

If the County believes the dispute relates to an issue that could lead to revocation of the Petition 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 County to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a prerequisite to the County’s ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.

### **INFORMAL MEETING**

The County Superintendent and Invictus Executive Director, or their respective designees, shall meet and confer within five (5) business days from receipt of the dispute statement and will attempt to resolve the dispute. In the event 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 County Superintendent and Invictus Executive Director, or their respective designees, and attempt to resolve the dispute within fifteen (15) business days from receipt of the dispute statement.

### **THIRD-PARTY MEDIATION**

If this joint meeting fails to resolve the dispute, the County Superintendent and Invictus Executive Director, or their respective designees, 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 County Superintendent and the Invictus Executive Director, or their respective designees, shall work jointly to develop the format of the mediation session. Mediation shall be held within sixty (60) business days of receipt of the dispute statement. The Charter School and the County shall share equally the cost of hiring a mediator.

### **LEGAL REMEDIES**

If the matter is not resolved using the process stated above, 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 County and the Charter School.

## **INTERNAL DISPUTES**

Invictus has an internal dispute resolution process to be used for all internal disputes related to Invictus' operations, including general complaints, Uniform Complaint Procedures, and Title IX complaint procedures. This internal dispute resolution process applies to all disputes, other than those between the Charter School and the County. Parents, students, Board members, volunteers, and staff at Invictus are provided with a copy of the Charter School's policies and dispute resolution processes, which are also made available by the Charter School. The County will promptly refer all disputes not related to a possible violation of the Petition or law, or to the operation of the Charter School or oversight obligations to the Charter School, for resolution according to Invictus' internal dispute resolution process. Copies of Invictus' policies regarding complaints and dispute resolution processes are included in the Appendix.

Element 15:

# Procedures for School Closure



## Element 15: Procedures for School Closure

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*“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” - Education Code Section 47605(c)(5)(O)*

In the event the Charter School closes, the following procedures, which are adapted from the procedures recommended by the CDE, shall be utilized to ensure a final audit of the Charter School to determine the disposition of all assets and liabilities of the Charter School, including plans for disposing any net assets and for the maintenance and transfer of pupil records.

This Closure Protocol shall survive the revocation, expiration, termination, cancellation of this Petition or any other act or event that would end Invictus’ right to operate as a charter school pursuant to this Petition, or cause Invictus to cease operation.

### **DOCUMENTATION OF CLOSURE ACTION**

The decision to close the Charter School for any reason will be documented by an official action of the Invictus Board. The action will identify the reason for the Charter School's closure (i.e. whether the Petition was revoked, not renewed or closed voluntarily) and the effective date of the closure, and an entity and person or persons responsible for closure-related activities.

### **NOTIFICATION OF CLOSURE**

Notification will be given to the Charter Schools Division at the CDE and the County. The notification will include the following information: 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’s 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.

### **NOTIFICATION TO RECEIVING DISTRICTS**

The Charter School will notify each school district that is responsible for providing education services for students of the Charter School so that the receiving districts may assist in facilitating student transfers.

### **STUDENT AND SCHOOL RECORDS TRANSFER**

The Charter School will facilitate the timely transfer of student records to each student's district of eligibility or school to which the student will transfer. All transfers of student records will be made in compliance with FERPA. The Charter School will ask the County to store original records of Charter School students. If the County will not or cannot store the records, the

Charter School shall work with the County to determine a suitable alternative location for storage. All records of the Charter School shall be transferred to the County upon closure, or to the mutually identified suitable alternative location.

The Charter School and the County will assist parents in the transfer of their students to other appropriate schools. In the event the Charter School is unable to transfer student records for any reason, the Charter School will maintain them in a safe and secure location and will provide authorized employees at the County with access to these records. The Charter School will maintain all school records, including financial and attendance records, for a reasonable period after the Charter School's closure.

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.

## **FINANCIAL CLOSE OUT**

Invictus will have an independent audit completed within six months after the closure of the Charter School. This may coincide with the regular annual audit of Invictus. The purpose of the audit is to determine the net assets or net liabilities of the Charter School. The final audit will include an accounting of all the Charter School's 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 cost of the audit will be considered a liability of the Charter School.

In addition to this final audit, the Charter School will also submit any required year-end financial reports to the CDE and the County in the form and time frame required, pursuant to Education Code section 47604.33. These reports will be submitted as soon as possible after the closure action, but no later than the required deadline for reporting for the fiscal year.

## **DISSOLUTION OF ASSETS**

On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of Invictus and, upon the dissolution of the non-profit public benefit corporation, shall be distributed in accordance with the Articles of Incorporation. 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, Invictus shall remain solely responsible for all liabilities arising from the operation of the Charter School. As the Charter School is operated by a non-profit public benefit corporation, should the corporation dissolve, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies. Invictus will utilize the Charter School's reserve fund to undertake any expenses associated with the closure procedures identified above.

# Miscellaneous Charter Provisions



# Miscellaneous Charter Provisions

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## **BUDGET AND FINANCIAL REPORTING**

*“The petitioner or petitioners also shall be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation.” - Education Code Section 47605(h)*

## **BUDGET NARRATIVE AND REPORTING**

The budget and cash flow projections, included below and in the Appendix, are based on estimates of the actual revenue and costs for the first year of the new charter term for Invictus.

Invictus shall provide reports to the County as follows in accordance with Education Code Section 47604.33, and shall provide additional fiscal reports as requested by the County:

1. By July 1, a preliminary budget for the current fiscal year.
2. By July 1, an annual update (LCAP) required pursuant to Education Code Section 47606.5.
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, or by the date required by law, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the County, State Controller and the California Department of Education.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5. By September 15, a final unaudited report for the full prior year. The report submitted to the County shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

Invictus shall provide reporting to the County as required by law and as requested by the County including, but not limited to, the following: CALPADS reports, actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605(m), the SARC, and the LCAP.

Pursuant to Education Code Section 47604.3, Invictus shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the County.

## **FACILITIES**

*“The facilities to be used by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate.” - Education Code Section 47605(h).*

Invictus is currently located at 7150 Portola Drive, El Cerrito, CA 94530. This is a West Contra Costa Unified School District facility and Invictus has a multi-year lease for its current location.

## **POTENTIAL CIVIL LIABILITIES**

*“Potential civil liability effects, if any, upon the charter school and upon the school district.” - Education Code Section 47605(h).*

Invictus shall be operated by Invictus Academy Inc., a California nonprofit 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 23701(d).

Pursuant to Education Code Section 47604(d), an entity that grants a charter to a charter school operated by 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 the charter school if the authority has complied with all oversight responsibilities required by law.

Further, the Charter School intends to enter into a memorandum of understanding with the County, wherein the Charter School shall indemnify the County for the actions of the Charter School under this Petition.

Invictus shall work diligently to assist the County in meeting any and all oversight obligations under the law to ensure the County shall not be liable for the operation of Invictus. The corporate bylaws of Invictus provide for indemnification of Invictus' Board, officers, agents, and employees, and Invictus will purchase general liability insurance, Board Members' and Officers' insurance, and fidelity bonding to secure against financial risks. As stated above, insurance amounts will be determined by recommendation of the County and Invictus' insurance company for schools of similar size, location, and student population. The County shall be named an additional insured on the general liability insurance of Invictus. The Invictus Board will institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

## **ADMINISTRATIVE SERVICES**

*“The manner in which administrative services of the charter school are to be provided.” - Education Code Section 47605(h).*

Invictus is responsible for its own financial services (accounting, budgeting, and payroll) and personnel services. Invictus currently contracts third-parties as needed for some of these services and manages the other necessary tasks via its own employees. Invictus and any contracted business services provider(s) will employ all generally accepted accounting principles.

At any time, the Charter School may discuss the possibility of purchasing administrative services from the County. The specific terms and cost for these services will be the subject of a memorandum of understanding between the Charter School and the County and subject to County availability and willingness to provide such services.

# Multi-Year Financial Projections



## Multi-Year Financial Projections

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*“The petitioner or petitioners also shall be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation.” - Education Code Section 47605(h)*

### **MULIT-YEAR FINANCIAL PROJECTIONS**

Shown below are the multi-year financial projections for Invictus. This includes financial data for school years 2026-27, 2027-28, and 2028-29. Additionally, this information is included as an excel spreadsheet in the Appendix for further analysis. The Appendix also includes a budget narrative and the Local Control Funding Formula (“LCFF”) calculator used to generate these projections.

These financial data shown below is based on the best available information at the time this Petition was prepared, and it will be updated as additional information is released.

## MULTI-YEAR FINANCIAL PROJECTIONS

	2026-27	2027-28	2028-29
	Forecast	Forecast	Forecast
<b>Assumptions</b>			
State COLA	3.02%	3.42%	3.31%
Other Revenue COLA	0.00%	0.00%	0.00%
Expense COLA	2.98%	2.77%	2.90%
Enrollment	411.00	422.00	427.00
Average Daily Attendance	369.90	381.91	388.57
<b>Revenues</b>			
<b>State Aid - Revenue Limit</b>			
8011 LCFF State Aid	\$ 4,328,156	\$ 4,683,929	\$ 4,983,119
8012 Education Protection Account	73,980	76,382	77,714
8096 In Lieu of Property Taxes	1,464,090	1,511,627	1,537,987
	<u>5,866,226</u>	<u>6,271,938</u>	<u>6,598,820</u>
<b>Federal Revenue</b>			
8181 Special Education - Entitlement	59,850	61,793	60,894
8220 Federal Child Nutrition	150,043	154,915	157,616
8290 Title I, Part A - Basic Low Income	141,407	145,998	148,544
8291 Title II, Part A - Teacher Quality	17,729	18,305	18,624
8293 Title III - Limited English	17,726	18,302	18,621
8296 Other Federal Revenue	10,000	10,000	10,000
8299 Prior Year Federal Revenue	1	1	1
	<u>396,756</u>	<u>409,313</u>	<u>414,300</u>
<b>Other State Revenue</b>			
8311 State Special Education	349,442	373,127	392,200
8520 Child Nutrition	26,464	28,258	29,703
8550 Mandated Cost	16,884	18,532	19,889
8560 State Lottery	100,983	104,261	106,080
8598 Prior Year Revenue	(2,706)	(2,794)	(2,843)
8599 Other State Revenue	291,172	122,807	106,674
	<u>782,239</u>	<u>644,191</u>	<u>651,702</u>
<b>Other Local Revenue</b>			
8660 Interest Revenue	1,434	1,481	1,507
8690 Other Local Revenue	144,954	149,661	152,271
8699 School Fundraising	50,000	50,000	50,000
	<u>196,389</u>	<u>201,142</u>	<u>203,777</u>
<b>Total Revenue</b>	<b>\$ 7,241,610</b>	<b>\$ 7,526,584</b>	<b>\$ 7,868,600</b>

	2026-27	2027-28	2028-29
	Forecast	Forecast	Forecast
<b>Expenses</b>			
<b>Certificated Salaries</b>			
1100 Teachers' Salaries	1,770,829	1,819,881	1,872,657
1170 Teachers' Substitute Hours	103,804	106,679	109,773
1175 Teachers' Extra Duty/Stipends	127,842	130,220	132,778
1200 Pupil Support Salaries	161,024	165,484	170,283
1300 Administrators' Salaries	462,692	475,509	489,299
1900 Other Certificated Salaries	239,334	245,963	253,096
	<u>2,865,524</u>	<u>2,943,736</u>	<u>3,027,886</u>
<b>Classified Salaries</b>			
2100 Instructional Salaries	200,193	205,738	211,705
2200 Support Salaries	369,547	379,783	390,797
2300 Classified Administrators' Salaries	663,225	681,596	701,362
2400 Clerical and Office Staff Salaries	307,763	316,288	325,460
	<u>1,540,727</u>	<u>1,583,406</u>	<u>1,629,324</u>
<b>Benefits</b>			
3301 OASDI	273,188	280,683	288,747
3311 Medicare	63,891	65,644	67,530
3401 Health and Welfare	345,271	354,835	365,125
3501 State Unemployment	27,824	27,841	27,860
3601 Workers' Compensation	48,915	50,257	51,701
3901 Other Benefits	44,063	45,271	46,572
	<u>803,150</u>	<u>824,531</u>	<u>847,535</u>
<b>Books and Supplies</b>			
4100 Textbooks and Core Curricula	3,994	4,238	4,437
4200 Books and Other Materials	4,323	4,587	4,802
4302 School Supplies	98,236	104,235	109,128
4305 Software	99,265	105,327	110,272
4310 Office Expense	76,628	81,308	85,125
4311 Business Meals	2,266	2,404	2,517
4400 Noncapitalized Equipment	29,377	31,171	32,635
4700 Food Services	195,261	207,185	216,911
	<u>509,350</u>	<u>540,455</u>	<u>565,826</u>
<b>Subagreement Services</b>			
5102 Special Education	239,303	173,917	182,081
5103 Substitute Teacher	79,993	84,878	88,863
5104 Transportation	35,421	37,584	39,348
5106 Other Educational Consultants	3,810	4,043	4,232
	<u>358,527</u>	<u>300,422</u>	<u>314,525</u>

	2026-27	2027-28	2028-29
	Forecast	Forecast	Forecast
<b>Operations and Housekeeping</b>			
5201 Auto and Travel	44,559	47,280	49,500
5300 Dues & Memberships	31,734	33,671	35,252
5400 Insurance	49,922	52,970	55,457
5501 Utilities	5,939	6,302	6,598
5502 Janitorial Services	157,258	166,862	174,695
5900 Communications	6,087	6,459	6,762
5901 Postage and Shipping	2,807	2,978	3,118
	<u>298,306</u>	<u>316,523</u>	<u>331,382</u>
<b>Facilities, Repairs and Other Leases</b>			
5601 Rent	206,064	206,064	206,064
5602 Additional Rent	6,894	7,315	7,659
5603 Equipment Leases	39,380	41,785	43,746
5604 Other Leases	8,709	9,240	9,674
5610 Repairs and Maintenance	73,995	78,514	82,200
	<u>335,042</u>	<u>342,919</u>	<u>349,343</u>
<b>Professional/Consulting Services</b>			
5802 Audit & Taxes	20,596	21,167	21,780
5803 Legal	54,142	55,641	57,255
5804 Professional Development	36,293	38,509	40,317
5805 General Consulting	33,414	35,454	37,118
5806 Special Activities/Field Trips	71,747	76,129	79,702
5807 Bank Charges	1,901	2,017	2,112
5808 Printing	40,111	42,561	44,559
5809 Other taxes and fees	4,443	4,715	4,936
5810 Payroll Service Fee	15,676	16,633	17,414
5811 Management Fee	126,434	134,155	140,453
5812 Authorizer Oversight Fee	58,662	62,719	65,988
5814 SPED Encroachment	14,325	15,222	15,858
5815 Public Relations/Recruitment	15,082	15,499	15,949
	<u>492,826</u>	<u>520,421</u>	<u>543,441</u>
<b>Depreciation</b>			
6900 Depreciation Expense	18,608	19,124	19,679
	<u>18,608</u>	<u>19,124</u>	<u>19,679</u>
<b>Interest</b>			
7438 Interest Expense	-	-	-
	<u>-</u>	<u>-</u>	<u>-</u>
<b>Total Expenses</b>	<u><b>\$ 7,222,061</b></u>	<u><b>\$ 7,391,535</b></u>	<u><b>\$ 7,628,941</b></u>

	2026-27	2027-28	2028-29
	Forecast	Forecast	Forecast
<b>Surplus (Deficit)</b>	<u>\$ 19,549</u>	<u>\$ 135,049</u>	<u>\$ 239,659</u>
Fund Balance, Beginning of Year	\$ 1,670,467	\$ 1,690,016	\$ 1,825,066
<b>Fund Balance, End of Year</b>	<u><u>\$ 1,690,016</u></u>	<u><u>\$ 1,825,066</u></u>	<u><u>\$ 2,064,724</u></u>
	23.4%	24.7%	27.1%
<b>Cash Flow Adjustments</b>			
Surplus (Deficit)	19,549	135,049	239,659
Cash Flows From Operating Activities			
Depreciation/Amortization	18,608	19,124	19,679
Public Funding Receivables	(50,330)	(21,304)	(26,217)
Grants and Contributions Rec.	-	-	-
Prepaid Expenses	-	-	-
Accounts Payable	(42,809)	2,700	2,723
Accrued Expenses	-	-	-
Deferred Revenue	-	-	-
Total Change in Cash	(54,981)	135,569	235,843
Cash, Beginning of Year	<u>1,418,273</u>	<u>1,363,292</u>	<u>1,498,861</u>
<b>Cash, End of Year</b>	<u><u>\$ 1,363,292</u></u>	<u><u>\$ 1,498,861</u></u>	<u><u>\$ 1,734,704</u></u>

# Conclusion



## Conclusion

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The California Charter Schools Act of 1992 was created to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:

- A. Improve pupil learning.
- B. Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.
- C. Encourage the use of different and innovative teaching methods.
- D. Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.
- E. Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.
- F. Hold the schools established under this part accountable for meeting measurable pupil outcomes and provide the schools with a method to change from rule-based to performance-based accountability systems.
- G. Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.

By approving this Petition for renewal, the Contra Costa County Board of Education will be fulfilling the intent of the Charter Schools Act of 1992 to improve pupil learning; create new professional opportunities for teachers; and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of charter schools.

The Charter School shall continue to work independently yet cooperatively with the County to establish the highest bar for what a charter school can and should be, and for what middle and high school students can achieve. To this end, Invictus pledges to work cooperatively with the County to answer any concerns regarding this charter renewal petition and to present the strongest possible proposal requesting a charter renewal term from July 1, 2026, through June 30, 2031.