

Ivy Academia

*An Entrepreneurial Charter School*

Charter Renewal Request

For the period

July 1, 2013

To

June 30, 2018

Approved by the Ivy Academia

Board of Directors

On

December 20, 2012

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## I. AFFIRMATIONS/ASSURANCES

Ivy Academia Entrepreneurial Charter School (“Ivy Academia” or the “Charter School”), operated by Alternative Schools, Inc. 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 Sections 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- Alternative Schools, Inc. shall be deemed the exclusive public school employer of the employees of Ivy Academia for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(5)(O)]
- The Charter School shall be nonsectarian in its programs, admission policies, employment practices and all other operations. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall not discriminate against any student on the basis of actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall admit all pupils who wish to attend the Charter School.
- Determine admission by a public random drawing, if the number of pupils who wish to attend the Charter School exceeds the Charter School’s capacity, and preference shall be extended to pupils who currently attend the Charter School and pupils who reside in the District. [Ref. Education Code Section 47605(d)(2)(A)-(B)]
- The Charter School shall not enroll pupils over nineteen (19) years of age unless continuously enrolled in public school (until the age of 22 years) and making satisfactory progress toward high school diploma requirements. [Ref. Education Code Section 47605(d)(2)(A)]
- The Charter School shall not require any child to attend the Charter School or any employee to work at the Charter School.
- In accordance with Education Code Section 47605(d)(3), if a pupil is expelled or leaves the charter school without graduation or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. [Ref. California Education Code Section 47605(d)(3)]

- The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.
- 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 a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to noncore, noncollege preparatory teachers. [Ref. California Education Code Section 47605(l)]
- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. California Education Code Section 47612.5(a)]
- The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's education programs. [Ref. California Education Code Section 47605(c)]
- The Charter School shall comply with any jurisdictional limitations to locations of its facilities. [Ref. California Education Code Section 47605-47605.1]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. California Education Code Section 47612(b), 47610]
- The Charter School shall comply with all applicable portions of the No Child Left Behind Act.
- The Charter School shall comply with the Public Records Act.
- The Charter School shall comply with the Family Educational Rights and Privacy Act.
- The Charter School shall comply with the Ralph M. Brown Act.
- The Charter School shall meet or exceed the legally required minimum of school days.[Ref. Title 5 California Code of Regulations Section 11960]

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Caroline E. Neuhaus Wesley, Ed.D., Executive Director

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Date



## II. ACCOMPLISHMENTS OF THE SECOND TERM AND INTRODUCTION TO THE RENEWAL CHARTER

### A. INTRODUCTION

Ivy Academia is the work of a team of parents, educators and business professionals who have the desire and experience in educating our next generation of entrepreneurs. Since its initial charter petition was approved in 2004 for three years, Ivy Academia has grown to a student population of 1,154 with all grades K-12. The Charter School currently has three locations:

Table 2.1  
Campus Locations

Grades	# Students	Location
K-2	273	Sunny Brae Elementary <sup>1</sup>
3-7	527	De Soto Campus
8-12	354	Chatsworth Campus

Over the years Ivy Academia has gone through considerable change in its infrastructure. In 2010-2011 the Management team changed, along with the entire Board composition. These changes have given Ivy Academia a much stronger and sustainable plan with a team and governance that will keep it solvent, professional and accountable.

The new Management Team is comprised of:

- Executive Director: Dr. Caroline E. Neuhaus Wesley – Dr. Wesley joined the Ivy Academia management team as the Deputy Executive Director in May of 2011, and in September of 2012 became the Executive Director of the Charter School. Dr. Wesley oversees all of the curriculum and day-to-day operations inclusive of the principals, human resources, attendance and special education programs. Dr. Wesley has been an educator for 17 years and prior to coming to Ivy Academia served as a classroom teacher, assistant principal, elementary principal and middle school principal in Ventura County. Dr. Wesley has also served as an adjunct instructor at the university level. Dr. Wesley holds three degrees including an Ed.D. in Educational Leadership from the University of Southern California; M.A in Educational Administration; and a B.A. in English Literature.
- Senior Advisor to the Board: Carl W. Raggio, III – Mr. Raggio was the Ivy Academia Executive Director from July of 2010 until September of 2012. Mr. Raggio currently reports to the Board resolving Ivy Academia’s litigation matters, acquiring facilities, and securing finances, especially lines of credit as needed. He has over 30 years of experience in the financial field as an executive and provides consulting expertise to many middle-market companies.

The Alternative Schools, Inc. Board consists of the following members:

- Dr. Thomas Oliver, Chairman: Former President of Pierce College
- Harvey Berg: Vice-Chair for the Valley Economic Alliance and Consultant

<sup>1</sup> Prop 39 co-location.

- Vince Crooks, Parent, Senior Contract and Rights Analyst with Walt Disney Studios
- Janet Danaher, Parent, Supervisor, Cardiovascular Medical Group of SCA
- Allison Geld, Parent, President of National Events Concierge Services
- Sean McManus, Director: Executive Director of Academy of Arts and Sciences Inc.
- Gerard Montero: Assistant Principal of Montague Charter Academy in Pacoima
- Elenna Turner: Retired Counselor from Pierce College and El Camino Real High School

The current Board membership has been in place since June of 2012 and has extensive education and business experience with some key members knowledgeable of financial controls.

**B. RENEWAL CRITERIA**

- The following shall serve as documentation confirming that the Charter School exceeds the statutory criteria required for renewal set forth in Education Code Section 47607(3)A)(B) stating that the charter school shall consider that increases in pupil academic achievement for all groups of pupils (numerically significant pupil subgroup) served by the charter school. The Charter School has met or exceeded its API growth target in two of the last three years, or in the aggregate for the prior three years.

Table 2.2  
Historical API Growth

Year	API Growth Score	Growth Target	Actual Growth
2011-2012	862	A	16
2010-2011	846	A	1
2009-2010	845	A	8
2008-2009	838	C	
2007-2008	848	A	2

- The Charter School significant subgroups are White, Hispanic, Socio-economically Disadvantaged. Our significant subgroups made the most growth between 2011 and 2012.

Table 2.3  
Historical Test Scores of Significant Subgroups

Sub-group	2012 API	% prof & above ELA	% prof & above Math	2011 API	% prof & above ELA	% prof & above Math	2010 API	% prof & above ELA	% prof & above Math	2009 API	% prof & above ELA	% prof & above Math	2008 API	% prof & above ELA	% prof & above Math
White	883	81%	78%	866	73.9	68.2	868	78.5	77.0	861	71.8	69.9	862	73.1	68.0
Hispanic	842	71.1%	66.8%	813	69.2	59.6	806	62.5	53.6	831	57.7	53.0	829	65.0	58.4
SED	854	69.6%	69%	799	64.8	61.3	804	60.6	50.6	n/a	56.7	59.2	n/a	57.4	57.1

- The Charter School has achieved a statewide API rank of 7 in the prior year and for three of the last three years, exceeding the minimum threshold rank of 4 required in Education Code Section 47607(b)(2).

Table 2.4  
Historical Statewide Rank

Year	Statewide Rank
2011	7
2010	7
2009	7
2008	8
2007	8

- The Charter School has also achieved a similar schools rank of 7 and 8 in the prior year and for three of the last three years, exceeding the minimum threshold rank of 4 required in Education Code Section 47607(b)(3).

Table 2.5  
Historical Similar Schools Rank

Year	Similar Schools Rank
2011	7
2010	8
2009	8
2008	8
2007	5

Therefore, the Charter School has exceeded the minimum criteria for renewal by meeting not one but three of the possible criteria.

### **C. SELF - REFLECTION**

Ivy Academia has met its goals and objectives, and the pupil and school outcomes described in its original charter. The Charter School Division of the Los Angeles Unified School District has stated in its Charter School Renewal package that the charter should be renewed if “yes” is answered to the following three questions:

1. Is the school an academic success?
2. Is the school a viable and effective organization?
3. Is the school fiscally sound?

Ivy Academia feels strongly the answer to each question is yes and gives details below.

**1. Ivy Academia is an academic success:**

As evident by the reports from the LAUSD Charter School Division and Western Association of Schools and Colleges (WASC), Ivy Academia has established and implemented a successful instructional program that works very well with the population Ivy Academia is currently serving. The program has been instrumental in helping each student to achieve his or hers academic goals:

- a) Ivy Academia continues to meet its API achieving a score in 2012 of 862.
- b) 2012 English-Language Arts proficiency: School-wide: 76.5%; White: 81.0%; Latino: 71.1%; Socio-Economically Disadvantaged: 69.6%; and English Learners: 50.8%%.
- c) 2012 Mathematics proficiency: School-wide 73.0%; White 78.0%; Latino: 66.8%; Socio-Economically Disadvantaged: 69.0%; and English Learners: 63.6%.
- d) Average student-teacher ratio for grades K-2 is 21:1; 3-12 is 25:1.
- e) Ivy Academia offers the following enrichment classes: 1) Business and Entrepreneurial (Ivy Academia Community); 2) Spanish Foreign Language in high school; 3) Music and Art Appreciation; 4) Computer Technology integrated in the core curriculum; 5) Intramural Athletic Program; 6) CIF Athletic Program; and a variety of elective classes.
- f) 21<sup>st</sup> Century Life Skills are being taught in ALL grades through the integration of National Entrepreneurial Standards aligned with California State standards<sup>2</sup> into the core curriculum.

LAUSD, parents and the community as a whole have also benefited:

- **Ivy Academia has shown superior comparable academic results.** Ivy Academia had a statewide rank of 7 and a similar schools rank of 7 in 2011, and is a high performing independent charter school with an API score of 862. As shown in Table 1, Ivy Academia is well within the average of nearby schools

Table 2.6  
2012 Academic Performance Comparison

	Ivy Academia	Nearby & Representative Elementary schools		Nearby & Representative Middle schools		Nearby & Representative High schools	
	Actual	Average	Range	Average	Range	Average	Range
API Score	862	898	704-964	784	725-845	761	695-832
ELA Proficiency	76.4%	67.4%	34.8-92.4%	53.8%	41.2-68.4%	56.7%	39.8-74.9%
Math Proficiency	73.0%	71.55%	44.8-91.7%	50.2%	42.6-65.2%	61.3%	45.4-73.4%

<sup>2</sup> The Charter School recognizes that full implementation of the Common Core State Standards must be accomplished by the 2014-15 school year. The Charter School will adhere to the Common Core State Standards and the required implementation timeline. All references in the charter to adherence with the California State Content Standards will become adherence to the Common Core State Standards, in alignment with directives from the California Department of Education regarding implementation.

- a) Ivy Academia has continued to improve academically, reaching Safe Harbor in 2012. Many of these academic improvements can be attributed to small class size, focus on a standards-based academic program, enrichment classes, time for professional development and professional learning communities and the support of parents in the academic program.

## 2. Ivy Academia is a viable and successful organization

The Charter School has shown sound operational performance and effective executive and board leadership as evidenced by the following:

- a) **Ivy Academia received the full six-year accreditation with mid-term review by Western Association of Schools and Colleges (WASC) in 2011.**
- b) **Ivy Academia parents are satisfied with the overall instruction at Ivy Academia. In fact, over 80% of parents polled** in the Winter of 2012 through an independent survey company, Survey Monkey, identified that they were satisfied.
- c) **Ivy Academia has been able to lease two large campuses by converting office/storage facilities to classrooms. This has come at great expense to the Charter School's operations but has provided the environment sufficient to achieve high API scores.**
- d) **The Alternative Schools, Inc. Governing Board has 38% parent representation and has proven to be successful in achieving tremendous educational, organizational and financial results.**
- e) **The Charter School is an active member of the California Interscholastic Federation for Grades 9-12 and participates in intramurals for Grades 5-8.**
- f) **The Charter School is an active member of the National Honor Society including National Elementary and National Junior Honor Society.**
- g) **The Charter School is an active member of Woodland Hills/Tarzana Chamber of Commerce.** This membership helps us make connections with community partners, provides resources to the school through the Adopt a School program, and members of the chamber provide entrepreneurial resources to the school through guest speakers, internships, and career day.
- h) **The Charter School is an active member of Encino Chamber of Commerce.** This membership helps us make connections with community partners, provides resources to the school through the Adopt a School program, and members of the chamber provide entrepreneurial resources to the school through guest speakers, internships, and career day.
- i) **The Charter School is a site for California State University Northridge, University of Southern California, Pepperdine University, and Loyola**

- Marymount University for their teachers' training/intern programs.** Ivy Academia is in an excellent position to train future teachers to work at neighboring schools and/or at Ivy Academia.
- j) **The Charter School provides a range of professional development opportunities to the teachers and staff.** Professional Development opportunities one early release day a month which includes data analysis of formative and summative assessments, development of SMART goals, Response to Intervention, Positive Behavior Support, Ability Awareness, Cultural Proficiency, Depth and Complexity Icons, Project-Based Learning, Integration of National Entrepreneurial Standards with California Content Standards, Implementation of Common Core State Standards and Integration of Technology for the 21<sup>st</sup> Century. Teachers are also offered professional development opportunities during daily planning time with their mentors/peers and weekly staff/grade level or department meetings to ensure application of new concepts and successful implementation of new skills. Faculty is encouraged to attend workshops and seminars. Recently, the staff has attended the Entrepreneurial Education Forum, Advanced Placement Training, California Charter Schools Association Conference. In addition, two principals attended the Association of California School Administrators' ("ACSA") Leadership Institute, the Director of Finance attended ACSA's Business Academy, the Director of Human Resources attended ACSA's Personnel Academy and the Executive Director attended ACSA's Superintendent's Academy and worked to develop a Charter School Leaders Academy for ACSA beginning in the Fall of 2012. Of course, many staff members have participated in a variety of local conferences and workshops.
- k) **The Charter School has established an effective communication and student record system.** PowerSchool's powerful, easy-to-use communication tools enable students, parents, teachers, and administrators to work together to improve student achievement without creating more administrative overhead. Online access to grades, homework, and attendance information makes it easy for parents and teachers to stay in closer contact with student progress. Access to real-time data on the web lets students take more responsibility for their own learning. The use of the School Reach, an automated parental notification system, allows both school teachers and administrators to send student-specific and general messages home whenever necessary via the telephone or via electronic mail. School Reach messages can be a general broadcast concerning school events and emergencies or individual communications sent to each parent concerning their child's school experience and attendance.
- l) **The Charter School is an integral part of the local community.** Ivy Academia is focused on providing Community Service activities for our students to engage and interact with our community at large. Each of our sites sponsors a Career Day, bringing in community partners to present and share their entrepreneurial perspective. Our National Honor Society, for example, has been exceedingly active in providing food for the West Valley Food Pantry, financial donations to the Children's Hospital of Los Angeles, service to the Tree People, service for the Malibu Creek State Park Clean-Up, and donations to Toys for Tots. The Student Government Association provided financial donations to the Pennies for Patients Program for the Leukemia and Lymphoma Society. Ivy Academia participates in a Reverse Treat or Treat Program where the students collect candy and donate it to the Children's Hospital of Los Angeles, Blood Drives through the American

Red Cross, Operation Gratitude, Be Kind to Animals Week with donations to local shelters, Project ECHO through the UCLA Anderson School of Management, and National Entrepreneurial Convention. One student received a grant to produce a documentary on an elder care community inspired by our annual Grandparents and Grand friends activities. Throughout the year, the students participate in Mix It Up Day (Tolerance), Pink Shirt Day (Anti-bullying), Denim Day (Sexual Assault Awareness, 9-12), and Day of Silence (Holocaust Awareness). Our students tend to our gardens, serve as Playground Peacemakers and Peer Counselors, attend the Reel Science Series at California Technical Institute, Drummin' Up Peace Assembly by Kaiser Permanente, Safe Moves City by the City of Los Angeles and the Violence Free Teens Conference supported by Peace Over Violence.

- m) **Ivy Academia's California Standards Tests (CST) Scores (students in grades 2-11) exceed those of comparable schools.**
- n) **Ivy Academia's API exceeds 800 with a score of 862 with a 16 point growth from 2011 to 2012.**
- o) **California High School Exit Examination (CAHSEE) passage rate significantly exceeds that of resident schools. Ivy Academia scored 94% in Mathematics and 92% in English Language Arts.**
- p) **Ivy Academia met 17 of 17 AYP criteria and utilized Safe Harbor for all subgroups in Mathematics and English Language Arts.**
- q) **Ivy Academia's school leader and the Board implement regular monitoring and evaluation of the educational program as well as all aspects of school operations.** Board minutes and school document review demonstrate the school's self-reflection about assessment results and the implementation of intervention and student support services in response to data. Ivy Academia provides clear strong evidence that the governing Board regularly monitors academic, operational, and fiscal policies and practices (timely submission).

### **3. The Charter School is fiscally sound.**

Ivy Academia revamped its accounting systems in July of 2011 by migrating from QuickBooks to an outsourced accounting back office service provider – CharterWorks. This firm is comprised of CPAs and accounting professionals experienced with charter schools and their accounting systems. CharterWorks uses a software tool that matches the output required by LAUSD and the CDE. It provides monthly financial statements and a monthly re-projection of revenue based on revenue already received.

Along with the implementation of the new accounting system, Ivy Academia has adopted a set of policies and procedures whereby fiscal controls are of a dual nature and meet the highest standards in terms of GAAP and regulatory requirements.

Additionally, Ivy Academia has reduced its debt by nearly \$1 million in the past two years and increased its net asset margin to over \$1 million. The Charter School has obtained

a line of credit from a major bank which provides it an additional \$750,000 in liquidity to cover those periods in which deferrals of state apportionments occur or receipt of warrant payments are beyond payment obligation dates.

Lastly, Ivy Academia has operated in the black for the past two years relative to its budget. Ivy Academia is disciplined in being fiscally conservative in order to build capacity for its future growth.

#### **D. OVERARCHING GOALS FOR THE RENEWAL PERIOD**

At this time, the Governing Board has established the following broad, overarching goals for Ivy Academia:

<b>OVERALL OBJECTIVES</b>	<b>Tracking</b>
Enhance the students' future life experiences by serving as a premiere scholastic organization specializing in entrepreneurial education;	Follow-up data
Energize participation of parents to be involved in the educational lives of their children; and	Parent involvement
Solicit the participation of other schools and community organizations to help guide students toward positive life choices.	List of Partners
<b>OUTCOME OBJECTIVES</b>	
Serve 1,800 students in grades K through 12 <sup>th</sup> grade, stepped up over a three to five year period, depending on facilities availability.	Enrollment Data
The Charter School's Academic Performance Index ("API") will meet or exceed its growth target (both school wide and within significant subgroups) in the majority of the years covered by this charter renewal.	CST Scores
As per the requirements of the No Child Left Behind Act, Adequate Yearly Progress ("AYP") will be demonstrated by the Charter School through an increased percentage of students who score in the Proficient or Advanced range (on the California Standards Test ("CST") for the majority of the years covered by this charter renewal.	CST Scores
Continuous effort to meet Annual Measurable Achievement Objectives will be demonstrated by meeting English Language Proficiency levels and increased numbers of students scoring in the Proficient or Advanced range (on the CST) for the majority of the years covered by this charter renewal.	CELDT and CST Scores
The combined percentage of students who score Below Basic or Far Below Basic on the CST will decrease in the majority of the years covered by this charter renewal.	CST Scores
The attendance rate of the Charter School will be 95% or higher for the majority of years covered by this charter renewal.	P3 reports
The Charter School's reclassification rate will meet or exceed the rate of reclassification for similar neighborhood schools for the majority of years of this charter renewal.	CELDT scores
As the Elementary and Secondary Schools Act changes to address the implementation of Common Core Standards, the school will adjust achievement goals based on the newly designed growth model.	Smarter Balance Scores
<b>PROCESS OBJECTIVES</b>	
Identify the type of additional services that may be needed through a needs assessment;	Needs Assessments



Enter into agreements with community members for support of special school activities designed to support goals and objectives.

List of Partners

### III. ELEMENT 1 – THE EDUCATIONAL PROGRAM

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

The address of the Charter school is 21250 Califa Street, Suite 102, Woodland Hills CA 91367.

The phone number of the Charter school is 818-716-0771.

The contact person for the Charter school is Caroline Neuhaus Wesley, Executive Director.

The term of this charter shall be from July 1, 2013 to June 30, 2018.

The grade configuration is: K-12

The number of students in the first year of this renewal is expected to be 1305

The grade level(s) of the students the first year of this renewal will be K-12.

The scheduled opening date of the charter school is no later than August 15, 2013

The admission requirements include: No requirement, except residency in California, is required for admission.

The enrollment capacity is 1404. (Enrollment capacity is defined as all students who are enrolled in Charter School regardless of student’s residency).

IV. Enrollment rollout for the charter term:

	2013-14	2014-15	2015-16	2016-17	2017-18
K	86	86	86	86	86
1	86	86	86	86	86
2	86	86	86	86	86
[REDACTED]					
3	86	86	86	86	86
4	101	101	101	101	101
5	101	101	101	101	101
6	101	101	101	101	101
[REDACTED]					
7	112	112	112	112	112
8	112	112	112	112	112
[REDACTED]					
9	120	120	149	120	132
10	100	100	120	149	120
11	107	132	132	132	149
12	107	132	132	132	132
[REDACTED]					
Total	1305	1355	1404	1404	1404

Table 3.2 2013-2014 Instructional Calendar (Draft)

<b>Non-School Days – No Students &amp; Teachers</b>	<b>Holiday -Schools &amp; Offices Closed</b>	<b>K-12 -Minimum Day – Students and Teachers leave at minimum day</b>
<b>K-7 - Early Dismissal – Parent/Teacher Conferences and/or Teacher Preparation</b>	<b>K-12 – Early Dismissal-Prt Conf, Teacher collaboration and/or professional development</b>	<b>Teacher Work Day - Professional Development Day (No School for Students)</b>
<b>5/17 – Entrepreneurial Convention</b>	<b>Back to School Night– Minimum Day by Site</b> 8/27 – 5:30 PM – Grades K-2 8/28 – 5:30 PM Grades 8-9, 6:30 10-12 8/29 –5:30 PM – Grades 3-5, 6:30-6-7	<b>Open House – Minimum Day by Site</b> 3/18 – 6PM – Grades 8-12 3/19 – 6PM – Grades K-2 3/20 – 6PM –Grades 3-7
<b>8/5, 6 – Orientation for Parents and Students</b> <b>8/12 – First Day of School</b> <b>5/28 – Last Day of School</b>		

S	M	T	W	TH	F	SA	JULY 2013
	1	2	3	4	5	6	July 4 – Holiday-Independence Day –Offices Closed
7	8	9	10	11	12	13	
14	15	16	17	18	19	20	
21	22	23	24	25	26	27	
28	29	30	31				

S	M	T	W	TH	F	SA	AUGUST 2013
				1	2	3	Aug 5, 6 – Teachers Return – Meetings 1PM and Orientations 5:30 PM
4	5	6	7	8	9	10	Aug 7, 8- Teacher Work Day – Professional Development
11	12*	13	14	15	16	17	Aug 9 – Teacher Work Day – Site Staff Meeting and Classroom Prep
18	19	20	21	22	23	24	Aug 12* – First Day of School
25	26	27	28	29	30	31	Aug 13 - K-12 Early Dismissal-Teacher Collaboration & Professional Dev. Aug 27 – Gr K-2 Minimum Day – 5:30 Back to School Night Aug 28– Gr 8-12 Minimum Day – 5:30 Gr. 8-9, 6:30 Gr. 10-12 Back to School Night Aug 29–Gr. 3-7 Minimum Day –5:30 Gr 3-5, 6:30 Gr. 6-7 Back to School Night

S	M	T	W	TH	F	SA	SEPTEMBER 2013
1	2	3	4	5	6	7	Sept 2 – Holiday - Labor Day –Offices Closed
8	9	10	11	12	13	14	Sept 5 –Non-School Day - Rosh Hashanah
15	16	17	18	19	20	21	Sept 10 – K-12 Early Dismissal-Teacher Collaboration, Professional Dev.
22	23	24	25	26	27	28	
29	30						

S	M	T	W	TH	F	SA	OCTOBER 2013
		1	2	3	4	5	Oct 8 – K-12 Early Dismissal-Teacher Collaboration & Professional Dev.
6	7	8	9	10	11	12	Oct 15* – Quarter 1 Ends (45 days)
13	14	15*	16	17	18	19	Oct 23-25 – K-7 Early Dismissal for Parent-Teacher Conferences
20	21	22	23	24	25	26	Oct 24-25 -K-12 Early Dismissal for Parent Teacher Conferences
27	28	29	30	31			Oct 31 – K-12 Minimum Day for Teachers and Students

S	M	T	W	TH	F	SA	NOVEMBER 2013
					1	2	
3	4	5	6	7	8	9	Nov 11- Holiday – Veterans’ Day – Offices Closed
10	11	12	13	14	15	16	Nov 12- K-12 Early Dismissal-Teacher Collaboration & Professional Dev.
17	18	19	20	21	22	23	Nov 27 – K-12 Minimum Day for Teachers and Students
24	25	26	27	28	29	30	Nov 28-29 –Holiday -Thanksgiving Break – Offices Closed

S	M	T	W	TH	F	SA	DECEMBER 2013
1	2	3	4	5	6	7	Dec 10- K-12 Early Dismissal-Teacher Collaboration & Professional Dev.
8	9	10	11	12	13	14	Dec 20* - Quarter 2 and Semester 2 Ends (90 days)
15	16	17	18	19	20*	21	Dec 20 – K-12 Minimum Day for Teachers and Students
22	23	24	25	26	27	28	Dec 24-25 - Holiday –Christmas – Offices Closed
29	30	31					Dec 23, 26, 27, 30, 31 - Winter Break – No School

Non-School Days – No Students & Teachers

Holiday-Schools & Offices Closed

K-12 -Minimum Day – Students and Teachers leave at minimum day

K-7 - Early Dismissal – Parent/Teacher Conferences and/or Teacher Preparation

K-12 – Early Dismissal-Prt Conf, Teacher collaboration and/or professional development

Teacher Work Day - Professional Development Day (No School for Students)

5/17 – Entrepreneurial Convention

8/5, 6 – Orientation for Parents and Students  
8/12 – First Day of School  
5/28 – Last Day of School

Back to School Night– Minimum Day by Site

8/27 – 5:30 PM – Grades K-2  
8/28 – 5:30 PM Grades 8-9, 6:30 10-12  
8/29 – 5:30 PM – Grades 3-5, 6:30-6-7

Open House – Minimum Day by Site

3/18 – 6PM – Grades 8-12  
3/19 – 6PM – Grades K-2  
3/20 – 6PM –Grades 3-7

S	M	T	W	TH	F	SA	JANUARY 2014
			1	2	3	4	Jan 1 – Holiday – New Year’s – Offices Closed
5	6	7	8*	9	10	11	Jan 2, 3 – Winter Break – No School
12	13	14	15	16	17	18	Jan 6, 7 – Teacher Work Day – Professional Development
19	20	21	22	23	24	25	Jan 8 – Students Resume
26	27	28	29	30	31		Jan 14– K-12 Early Dismissal-Teacher Collaboration & Professional Dev.
							Jan 20 –Holiday – Martin Luther King Jr. Day – Offices Closed
							Jan 31 – Teacher Work Day – Professional Development (No School)

S	M	T	W	TH	F	SA	FEBRUARY 2014
						1	
2	3	4	5	6	7	8	
9	10	11	12	13	14	15	Feb 11 – K-12 Early Dismissal-Teacher Collaboration & Professional Dev.
16	17	18	19	20	21	22	Feb 17–Holiday - President’s Day –Offices Closed
23	24	25	26	27	28		

S	M	T	W	TH	F	SA	MARCH 2014
						1	Mar 11 –K-12 Early Dismissal-Teacher Collaboration & Professional Dev.
2	3	4	5	6	7	8	Mar 14* - Quarter 3 Ends (135 days)
9	10	11	12	13	14*	15	Mar 17 – Teacher Work Day – Professional Development (No School)
16	17	18	19	20	21	22	Mar 18 – Gr 8-12 Minimum Day – Open House HS
23	24	25	26	27	28	29	Mar 19* – Gr K-2 Minimum Day – Open House SB (End Q3 129 days)
30	31						Mar 20 – Gr 3-7 Minimum Day – Open House DS
							Mar 31-April 11 STAR Testing

S	M	T	W	TH	F	SA	APRIL 2014
		1	2	3	4	5	Mar 31-April 11 STAR Testing
6	7	8	9	10	11	12	April 8–K-12 Early Dismissal-Teacher Collaboration & Professional Dev
13	14	15	16	17	18	19	April 14-18, 21 – Spring Break – No School
20	21	22	23	24	25	26	
27	28	29	30				

S	M	T	W	TH	F	SA	MAY 2014
				1	2	3	May 13 –K-12 Early Dismissal-Teacher Collaboration & Professional Dev.
4	5	6	7	8	9	10	May 17 – E-Convention
11	12	13	14	15	16	17	May 23 – Gr 8-12 Early Dismissal – HS Graduation, Class of 2013
18	19	20	21	22	23	24	May 26 – Holiday – Memorial Day – Offices Closed
25	26	27	28*	29	30	31	May 27 – Gr K-12 Early Dismissal – End of the Year Preparations
							May 28* - Gr K-12 Early Dismissal – Last Day, (End Q 4/ Sem 2 180 days)

S	M	T	W	TH	F	SA	JUNE 2014
1	2	3	4	5	6	7	
8	9	10	11	12	13	14	
15	16	17	18	19	20	21	
22	23	24	25	26	27	28	
29	30						

Ivy Academia will ensure that the school schedule complies with the minimum instructional minutes requirements. Ivy Academia makes it a priority to exceed the number of minutes required by the state. The annual instructional minutes for 2013-2014 are as follows:

K-5:	57,600
6-7:	58,400
8:	64,960
9-12:	64,960

The bell schedule for the charter school will be:

**Regular Schedule**  
**Grade K**

Warm – Up	8:00 – 8:15	(15)
Language Arts	8:15 – 9:15	(60)
Math	9:15- 10:00	(45)
Recess	10:00 – 10:20	(20)
Read Aloud	10:20 – 10:30	(10)
Language Arts	10:30 – 11:30	(60)
Workshops/PE	11:30 – 12:10	(40)
Lunch	12: 10 – 12:50	(40)
Read Aloud	12:50 – 1:10	(20)
Social Science/Science	1:10 – 1:45	(35)
UA / Character Ed.	1:45 – 2:15	(30)
Exit Cards	2:15 – 2:30	(15)
Daily Instructional Minutes		(330)

**Early Dismissal AND Minimum Day Schedule**  
**Grade K**

Warm – Up	8:00 – 8:15	(15)
Language Arts	8:15 – 9:15	(60)
Math	9:15- 10:00	(45)
Recess	10:00 – 10:30	(30)
Language Arts	10:30 – 11:30	(60)
Social Science/Science	11:30 – 12:20	(50)
Exit Cards	12:20 – 12:30	(10)
Daily Instructional Minutes		(240)

**Regular Schedule**  
**Grades 1 and 2**

Warm – Up	8:00 – 8:30	(30)
Language Arts	8:30 – 9:15	(45)
Recess	9:50 – 10:10	(20)
Read Aloud	10:10 – 10:20	(10)
Mathematics	10:20 – 11:30	(70)
Lunch	11: 30 – 12:10	(40)
DEAR	12:10 – 12:25	(15)

Social Science/Science	12:25 – 1:10	(45)
Universal Access/ PE	1:10 – 2:00	(50)
Workshops/ELD	1:45 – 2:15	(30)
Exit Cards	2:15 – 2:30	(15)
Daily Instructional Minutes		(330)

**Early Dismissal AND Minimum Day Schedule**  
**Grades 1 and 2**

Warm – Up	8:00 – 8:15	(15)
Language Arts	8:15 – 9:50	(95)
Recess	9:50 – 10:20	(30)
Read Aloud	10:20-10:30	(10)
Mathematics	10:30 – 11:30	(60)
Social Science/Science	11:30 – 12:20	(50)
Exit Cards	12:20 – 12:30	(10)
Daily Instructional Minutes		(240)

**Regular Schedule**  
**Grades 3-5**

Warm – Up	8:00 – 8:15	(15)
Language Arts	8:15 – 9:50	(95)
Recess	9:50 – 10:10	(20)
Mathematics	10:10 – 11:30	(80)
Lunch	11:30 – 12:10	(40)
DEAR/ Workshops	12:10 – 1:00	(50)
PE/Science	1: 00 – 1:45	(45)
Social Studies/	1:45 - 2:30	(45)
Universal Access		
Daily Instructional Minutes		(330)

**Early Dismissal AND Minimum Day Schedule**  
**Grades 3-5**

Warm – Up	8:00 – 8:15	(15)
Language Arts	8:15 – 9:50	(95)
Recess	9:50 – 10:20	(30)
Mathematics	10:20 – 11:30	(70)
Social Science/Science	11:30- – 12:15	(45)
Exit Cards	12:15 – 12:30	(15)
Daily Instructional Minutes		(240)

**Regular Schedule**  
**Grades 6- 7**

Period 1	8:15 - 9:15	(60)
Period 2	9:20 - 10:15	(55)

Nutrition	10:15 – 10:25	(10)
Period 3	10:30 - 11:25	(55)
Period 4	11:30 - 12:25	(55)
Lunch	12:25 – 1:00	(35)
Period 5	1:05 – 2:00	(55)
Period 6	2:05 - 3:00	(55)
Daily Instructional Minutes		(335)

**Early Dismissal AND Minimum Day Schedule**  
**Grades 6-7**

Period 1	8:15 - 8:55	(40)
Period 2	9:00 - 9:40	(40)
Period 3	9:45 - 10:25	(40)
Nutrition	10:25 - 10:40	(15)
Period 4	10:40 - 11:20	(40)
Period 5	11:25 - 12:05	(40)
Period 6	12:10 - 12:45	(40)
Daily Instructional Minutes		(240)

**Regular Schedule**  
**Grades 8-9-10-11-12**

Warning	7:40 – 7:45	
Period 1	7:45 – 8:46	(61)
Period 2	8:51– 9:50	(59)
Nutrition	9:50 – 10:00	(10)
Period 3	10:05 – 11:04	(59)
Period 4	11:09 – 12:08	(59)
Intervention	12:13 – 12:37	(24)
Lunch	12:37 – 1:07	(30)
Period 5	1:12 – 2:11	(59)
Period 6	2:16– 3:15	(59)
Daily Instructional Minutes		(376)

**Early Dismissal AND Minimum Day Schedule**  
**Grades 8-9-10-11-12**

Warning	7:40 – 7:45	
Period 1	7:45 – 8:25	(40)
Period 2	8:29 – 9:09	(40)
Period 3	9:13 – 9:53	(40)
Nutrition	9:53 – 10:03	(10)
Period 4	10:07 – 10:47	(40)
Period 5	10:51 – 11:31	(40)
Period 6	11:35 – 12:15	(40)
Daily Instructional Minutes		(240)



## **A. MISSION, VISION & GOALS**

The Mission of Ivy Academia is to educate our students with the academic and entrepreneurial skill necessary to succeed in the 21st century by providing rigorous academic content, engaging entrepreneurial experiences, and learning opportunities through the use of real life skills. In addition, we will cultivate an active and cohesive village of all stakeholders.

The Vision of Ivy Academia is to prepare our K-12th grade students with the academic and entrepreneurial skills necessary to succeed in the 21st century and cultivate an active and cohesive village of all stakeholders: students, staff, parents, and community members.

Ivy Academia is a WASC accredited high quality charter school with an API score over 800, comprised of nearly 1200 students in grades K- 12th, which offers standard-based curriculum with an entrepreneurial focus. The Charter School is the work of a team of parents, educators and business professionals that have the desire and experience in educating our next generation of entrepreneurs.

Ivy Academia aims at educating individuals for the 21st century by enabling students to think critically, understand and internalize the responsibilities of living in a diverse society, and to utilize technological tools that are constantly changing and integral to the functioning of this society; with the ultimate goal of enabling pupils to become self-motivated, competent, lifelong learners. Our course of study is an integrated entrepreneur thematic approach that ties the separate disciplines of the curriculum together into studies of the physical universe, the world of nature, art, music, and the human experience. Ivy Academia's curriculum encompasses the full substance of the traditional curriculum of California public schools, as detailed in the State Content Standards and as mandated by No Child Left Behind, and goes beyond to teach students how to think clearly, do their own research, express themselves well in writing and speech, and to put their knowledge to practical application. The culture of the Charter School creates self-motivated, competent, life-long learners.

Ivy Academia employs a curricular approach to encourage entrepreneurial thinking and focus on the core attributes of real entrepreneurship. Based on research by Marilyn L Kourilsky, Vice President with the Kauffman Center for Entrepreneurial Research at UCLA, and William B. Walstead, Director of the National Center for Research in Economic Education, "Education for entrepreneurship and entrepreneurial thinking must be broad-based, drawing on many content areas."<sup>3</sup> This concept serves as the foundation upon which our standards-based curriculum program has been developed. Students are engaged in curricular approaches to education that involve both foundational knowledge and hands-on application of entrepreneurial concepts and experiences. The entrepreneurial content is embedded into the core content areas of the Charter School program. The knowledge and skills of entrepreneurship and entrepreneurial thinking are a benefit for any educational or career path, not just for those leading to the start-up and development of business ventures.

Ivy Academia graduates will be able to think, read, write, speak and listen confidently and effectively. They will be fluent in technology, creative in problem solving, literate in scientific and mathematical reasoning, self-motivated and committed to lifelong learning. They are able to participate in their lives and communities by addressing complex community issues and can communicate capably across race, gender, sexual orientation and class lines. Ivy Academia

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<sup>3</sup> Kourilski, M.L. & Walstead, W.B., (2000). *The E Generation*. Kendall/Hunt Publishing Company. Dubuque, IA.

graduates are capable of making meaningful choices in their lives and in their communities.

Ivy Academia's fundamental educational objective is to ensure that each child, regardless of his/her individual style of learning and/or socio-economic situation, meets or exceeds rigorous State academic content standards. The curriculum is organized in such a way as to be able to integrate studies, rather than a traditional model in which curriculum is compartmentalized into separate subjects, with given topics considered only once at a given level. At Ivy Academia, lessons are introduced simply and concretely in early years and are reintroduced several times during the following years at increasing degrees of abstraction and complexity. This approach is aligned to the manner in which academic content should be mastered as delineated in the State content standards.

## **B. TARGET STUDENT POPULATION**

Ivy Academia is currently serving 1,154 students in grades K-12. Table 1:2 and 1:3 shows demographic data comparison of Ivy Academia with nearby elementary and middle schools and high schools.

In accordance with Education Code Section 48000, the Charter School offers a transitional kindergarten program. Ivy Academia will offer a transitional kindergarten program either as a standalone Transitional Kindergarten class if enrollment numbers permit or a combined transitional kindergarten/kindergarten class. Ivy Academia will modify the curriculum to assure that it is developmentally appropriate. After Transitional Kindergarten, the students will participate in traditional kindergarten. There will be a three-year window of change to kindergarten entry dates.

Transitional Kindergarten eligibility ages are these:

- 5 years old between November 2, 2012 through December 2, 2012 for the 2012-2013 school year
- 5 years old between October 2, 2013 through December 2, 2013 for the 2013-2014 school year
- 5 years old between September 2, 2014 through December 2, 2014 for the 2014-2015 school year

Table 3.3 Demographic Data for Nearby Elementary and Middle Schools<sup>[1][1]</sup>

Ivy Academia Charter School	# of Students	Multi-Track School ?	Program Improvement ?	Met School wide Growth Target ?	Met all Subgroup Growth Targets ?	Average Class size	API score	API State Ranking	Similar Schools Rank	% Students Eligible for Free/Reduced Lunch	% of Special Ed. Students	% of ELL Students	33% White	29% Hispanic	8% Black
Ivy Academia Charter School	1154	No	Yr. 1	Yes	Yes	22	862	7	7	12%	9%	6%			
LAUSD SCHOOLS	# of Students	Multi-Track School ?	Program Improvement ?	Met School wide Growth Target ?	Met all Subgroup Growth Targets ?	Average Class size	API score	API State Ranking	Similar Schools Rank	% Students Eligible for Free/Reduced Lunch	% of Special Ed. Students	% of ELL Students	% Major Ethnicity #1	% Major Ethnicity #2	% Major Ethnicity #3
Calvert	411	No	Yr. 4	Yes	Yes	28	810	4	1	55%	22%	12%	48% Hispanic	33% White	13% Black
Canoga Park	865	No	Yr. 5	Yes	No	29	758	3	5	100%	11%	49%	89% Hispanic	4% Black	3% White
Columbus MS	725	No	Yr. 5	Yes	Yes	28	725	2	4	78%	15%	25%	81% Hispanic	7% White	6% Asian
Fullbright	477	No	No	Yes	Yes	30	831	6	10	100%	11%	39%	84% Hispanic	6% White	3% Black
Hart	816	No	Yr. 1	No	No	30	704	3	7	100%	12%	44%	88% Hispanic	4% White	3% Asian
Sunny Brae	692	No	Yr. 5	Yes	No	21	806	5	9	100%	14%	48%	87% Hispanic	5% Asian	3% White
Sutter MS	1382	No	Yr. 5	No	No	29	725	4	8	99%	18%	21%	83% Hispanic	5% Black	5% Asian
Woodland Hills Academy	698	No	Yr. 5	Yes	No	32	784	5	2	49%	13%	11%	49% Hispanic	28% White	12% Black
Charter Schools	# of Students	Multi-Track School ?	PI	Met School wide Growth Target ?	Met all Subgroup Growth Target?	Average Class Size	API Score	API State Ranking	Similar Schools Rank	% Students Eligible for Free/Reduced Lunch	% of Special Ed. Students	% of ELL Students	% Major Ethnicity #1	% Major Ethnicity #2	% Major Ethnicity #3
Calabash CHES	404	No	No	Yes	Yes	29	878	8	1	14%	14%	7%	63% White	18% Hispanic	10% Black
Chime Charter School	487	No	No	Yes	Yes	23	856	7	1	15%	16%	10%	61% White	15% Hispanic	11% Asian

<sup>[1][1]</sup> Nearby schools defined as elementary schools located within 2 mile and middle schools and high schools within 5 mile distance from the Ivy Academia's Desoto campus or Chatsworth campus (source: [www.greatschools.net](http://www.greatschools.net) and California Charter School Association).

Enadia Way	222	No	No	Yes	Yes	21	861	7	7	77%	11%	15%	60% Hispanic	20% White	9% Black
Hale Middle School	1915	No	No	Yes	No	31	845	8	4	28%	14%	4%	51% White	27% Hispanic	11% Black
Hamlin	429	No	No	Yes	Yes	29	874	9	10	47%	16%	20%	38% Hispanic	30% White	11% Black
Haynes	425	No	No	Yes	Yes	33	907	9	7	27%	17%	5%	57% White	21% Hispanic	13% Asian
James Jordan	225	No	Yr. 5	Yes	No	29	765	4	8	83%	15%	23%	90% Hispanic	4% White	1% Black
Lockhurst	303	No	No	Yes	Yes	31	875	7	3	24%	27%	9%	58% White	27% Hispanic	10% Asian
Multicultural LC	379	No	Yr. 5	No	No	23%	781	4	4	56%	15%	27%	76% Hispanic	9% White	5% Black
Serrana CHES	618	No	No	Yes	Yes	33	901	8	1	26%	9%	7%	57% White	16% Hispanic	14% Black
Welby Way	781	No	No	Yes	Yes	29	964	10	6	15%	5%	1%	45% White	31% Asian	15% Hispanic
Woodlake ChES	569	No	No	Yes	Yes	33	880	8	1	25%	14%	11%	62% White	19% Hispanic	9% Asian
Woodland Hills ES	698	No	No	Yes	No	34	959	10	7	8%	8%	2%	70% White	10% Hispanic	9% Asian

Table 3.4  
Demographic Data for Nearby High Schools

LAUSD SCHOOLS	# of Students	Multi-Track School ?	Program Improvement?	Met School wide Growth Target	Met all Subgroup Growth Targets	API Score	API State Ranking	Similar Schools Rank	Students Eligible for Free/Reduced Lunch (%)	% SpED students	% ELL Students	Major Ethnicity #1 (%)	Major Ethnicity #2(%)	Major Ethnicity #3(%)
Canoga Park SH	1741	No	Yr. 5	no	no	695	3	8	75	15%	26%	82 Hispanic	7% White	5% Black
Chatsworth SH	2736	No	Yr. 4	No	No	718	4	5	55	13%	13%	56% Hispanic	19% White	11% Asian
Cleveland SH	3664	No	Yr. 4	yes	yes	783	5	6	66	10%	17%	63% Hispanic	15% White	12% Asian
Reseda SH	1971	No	Yr. 5	no	no	752	5	9	67	15%	18%	73% Hispanic	12% White	5% Asian
Taft SH	2586	No	Yr. 4	yes	yes	790	5	5	43	11%	9%	41% White	35% Hispanic	12% Black
CHARTER SCHOOLS	# of Students	Multi-Track School ?	Program Improvement?	Met School wide Growth Target	Met all Subgroup Growth Targets	API Score	API State Ranking	Similar Schools Rank	Students Eligible for Free/Reduced Lunch (%)	% SpED students	% ELL Students	Major Ethnicity #1 (%)	Major Ethnicity #2(%)	Major Ethnicity #3(%)
El Camino Charter HS	3541	No	no	yes	no	832	8	3	5	8%	2%	49% White	26% Hispanic	10% Hispanic

Ivy Academia is very diverse with over 66% of our students from non-white ethnic backgrounds. Ivy Academia targets students from diverse ethnic, socioeconomic and geographical backgrounds. Our outreach meetings and ongoing outreach efforts assist us in this endeavor. Ivy Academia uses the community as its primary means of student recruitment. Information meetings create an awareness of the Charter School and its intentions. Our Ethnic and Racial Demographics have changed from 2011-2012 to 2012-2013. Reported on the California Department of Education rates the following: 29% Latino, 8% African American, 6% Asian, 6% Filipino, 0% Native Hawaiian, and 1% American Indian. Our current 2012-2013 enrollment shows an increase to the number of students from non-white ethnic backgrounds. Ivy Academia now serves over 35% Latino, 13% African American, 9% Asian, 9% Filipino, 0% Native Hawaiian, and less than 1% American Indian. Ivy Academia serves 34% White students which include students from Russia, Armenia, Israel, and Iran.

Moreover, in accordance to procedures in our original charter’s admission process, we gave preference points to students from the seven federally identified ethnic groups (American Indian/Alaskan Native, Asian, Filipinos, Hispanic/Latino, African American, Pacific Islanders and 2 or more race/ethnicities). This has enabled Ivy Academia to increase the number minority of students at the Charter School from 30% in 2005-06 to 66% in 2012-13.

Ivy Academia understands that the educational programs for students must be able to accommodate the needs of learners at all levels. Ivy Academia has maintained an average student to teacher ratio of 22:1 in grades K-12. In order to accommodate the needs of students whose academic achievement is below grade level, and in order to close the achievement gap of our students, Ivy Academia follows a Response to Intervention Plan incorporating strategic interventions during the school day. This program provides additional instructional minutes for students struggling to achieve in English Language Arts and Mathematics. Students who are identified for intervention (based on universal assessment, standardized test scores, academic performance, and/or teacher observations) are provided with intervention classes. These classes address Reading Comprehension, Reading Decoding, Reading Fluency, Mathematics Calculation, Mathematics Applied Problems and Written Expression serving to remediate missing skills. Ivy Academia is firmly committed to enabling all students at the Charter School to succeed. We believe that implementing intervention programs during the school day are the most appropriate and efficient way to ensure growth in the core content areas.

Ivy Academia is committed to supporting educators to fulfill the mission by achieving in five areas: personal; classroom instruction; individual student support; leadership and logistics; and, facility management. As an Ivy Academia educator, one must personally be: dedicated to the students and the vision of Ivy Academia: professional and positive: responsible and open-minded: a problem solver; and, flexible. In regard to classroom instruction, educators must create rigorous project-based lessons, develop essential questions to focus instruction, integrate state and entrepreneurial standards (and Common Core State Standards and entrepreneurial standards in 2014), use depth and complexity icons and other strategies to differentiate instruction, incorporate various levels of Bloom's taxonomy to promote a higher level of thinking, participate in interdisciplinary planning and teaching with consistency and commitment, and demonstrate strong classroom management. To provide individual student support, educators must provide consistent and confidential implementation of IEP and 504 plans, participate in and implement SSTs, provide frequent communication to students and families, provide weekly scheduled office hours for student questions, concerns and/or organized study sessions (2 hours minimum), implement positive behavior support, and consistently support students' academic, social and emotional needs by involving all stakeholders. Each educator must demonstrate leadership by leading by example holding yourself to the highest expectations, serve on a committee, actively participate in activities that lead and contribute to school development and support (i.e. orientations, open houses, fundraisers, sporting events, conventions, assemblies, community involvement activities) for a minimum of eight times per year, and participate in the development and implementation of school philosophy, systems, and procedures. Finally in regard to school logistics and facility management, each educator will submit a long range plan annually, lesson plans, update teacher website, post homework, and post grades on PowerSchool on a weekly basis, will track attendance daily and post in PowerSchool, keep classroom safe and organized, keep track of materials, including textbooks, and communicate supply needs, repairs and issues of safety.

### **C. AN EDUCATED 21<sup>ST</sup> CENTURY PERSON**

Embedded in the Ivy Academia ideals are the following skills and qualities of a well-educated person of the 21<sup>st</sup> century:

- Ability to identify areas of interest, formulate questions, research topics and set goals,
- Literacy and competency in reading, historical context, mathematical reasoning, scientific processes, technology and inter- and intra-personal interactions,
- Ability to critically analyze evidence,
- Skill in written, oral and creative self-expression,
- Proficiency in self-reflection, self-assessment and in giving and receiving feedback,
- Enthusiasm for learning that lasts beyond the school years and self-motivation.

21<sup>st</sup> Century Skills incorporate life and career skills, learning and innovation skills and information, media and technological skills. Ivy Academia embeds these skills into lessons in order to assure our students will be competitive and successful for jobs that have not yet been created.

### **D. HOW LEARNING BEST OCCURS**

We believe that learning best occurs over time, with related experiences building upon each other resulting in both breadth and depth of understanding. Research and investigations of the learning process done by John Dewey, Margaret Meade, John Holt, David Elkind, Harvey Daniels and others demonstrate that relevant, authentic experiences with real questions and problems, in a safe environment that encourages experimentation and requires useful outcomes, result in durable learning and enthusiasm for the process.

We believe that learning best occurs in an environment that:

- Encourages questioning and appropriate experimentation,
- Is accepting of varied methods of demonstrating knowledge,
- Promotes depth of learning,
- Promotes physical and emotional health and well-being,
- Is rich and demanding,
- Is developmentally supportive,
- Is psychologically safe,
- Supports self-expression, creativity and appropriate risk-taking,
- Models reflection and self-assessment,
- Models continued learning, interest and enthusiasm,
- Encourages multi-disciplinary and cross-curriculum study,
- Is relevant and authentic,
- Models and requires high-level thinking skills and communication skills,
- Is democratic and student centered,
- Celebrates cultural and individual diversity.

Educational practices that foster the learning environment where learning best occurs include:

- Student-centered curriculum with clearly articulated learning objectives,
- Hands-on learning activities,
- Acknowledgement of so-called “failure” as a necessary stepping stone for further investigation,
- Service learning and other ways of experiencing real-world problems,
- Collaborative investigations and demonstrations,
- Mini-lessons that address specific skills within the context of larger projects,
- Giving guidance and adequate time to self-reflect and self-assess,
- Democratic classrooms and school structure,
- Authentic assessments.

## ***E. FACULTY***

Ivy Academia has and continues to hire a diverse faculty composed of highly qualified, appropriately credentialed teachers with an enterprising spirit. Currently, core teachers are ‘No Child Left Behind Act’ compliant. Ivy Academia posts vacant positions of the EdJoin website. Ivy Academia follows the Employee Hiring Guide in the process of recruiting, selecting and hiring employees.

Teaching applicants must understand the “Role of an Ivy Educator.” Hiring criteria are discussed further in Section V under “Employment Qualifications.”

## ***F. MEANS TO ACHIEVE MISSION AND VISION***

The purpose of Ivy Academia is to improve student learning, encourage the use of different and innovative teaching methods, and create new professional opportunities for teachers (including the opportunity to be responsible for the learning process at the school site). The charter provides parents and students with expanded educational opportunities within the public school system in a shift to performance-based accountability.

Ivy Academia understands the importance of utilizing research-based instructional practices to promote student achievement, particularly in a rigorous standards-based educational system. In order to address how learning best occurs, Ivy Academia faculty are trained to: (1) utilize research-based models of instructional design, (2) align appropriate formative and summative assessment methods to ensure student mastery of the content, and (3) implement research-based best practices as a means of demonstrating highly engaging classroom instruction.

This entire section is dedicated to explaining “how” we strive to reach the mission and vision. The academic program is the central component of achieving the mission and vision of the Charter School. The research-based practices referred to above will enable teachers to effectively and efficiently address the content, which is directly responsible for enabling the Charter School community to carry out the mission and the vision of Ivy Academia.

## ***G. ACADEMIC PROGRAM***



Ivy Academia's curriculum allows us to demonstrate a mastery of specific subject matter competencies, as detailed by the California State Content Standards (and in 2014 the Common Core Standards) for Reading/Language Arts, Math, Science, History/Social Science, Physical Education, Visual and Performing Arts, and Foreign Language. In addition, our curriculum allows us to show students' competence in entrepreneurship as detailed in the National Content Standards for Entrepreneurship Education developed by the Consortium for Entrepreneurship Education<sup>4</sup>. See Entrepreneurial Plan and Lesson Samples.

The plan for Common Core Implementation will take place over the 2012-2013 and 2013-2014 school years for full implementation in 2014. Ivy Academia hired a Common Core Implementation Specialist whose job it is to provide the professional development and resources to the faculty in order to fulfill the implementation. In addition, we created a Common Core Team of teachers from every school site across the grades and departments who work in their professional learning communities to work on the specifics. The Implementation Specialist will attend trainings with administration and the Common Core Team, and provides professional development to the staff on standards alignment, instructional strategies, rigor based on reading and writing, lesson plan writing and implementation. In addition, parents will be trained on the new Common Core Standards and to develop strategies to help their children at home with the required elements of Common Core Standards. SMART goals will be developed to evaluate the implementation of Common Core. The key part of implementation includes the development of Ivy Crosswalks which are resources noting the similarities of current state standards, National entrepreneurial standards and Common Core standards. The Ivy Crosswalks will be presented to the school community for support and resources of Common Core. Once curriculum is vetted, the Common Core Team will present options that support Common Core and Ivy Academia's entrepreneurial mission for review and adoption. After the adoption has been approved, there will be professional developments for the teachers to refine the implementation. Further, the data will be analyzed for evidence of the benefits from the Common Core adoption as goals are implemented and the data analysis will be presented to the school community. The new assessment system will be examined and the teachers trained on the format. Then the teams will reflect on the implementation and will set new goals.

Ivy Academia employs a curricular approach to encourage entrepreneurial thinking and focus on the core attributes of real entrepreneurship. Based on research by Marilyn L Kourilsky, Vice President, Kauffman Center for Entrepreneurial Research at UCLA, and William B. Walstead, Director of the National Center for Research in Economic Education, "Education for entrepreneurship and entrepreneurial thinking must be broad-based, drawing on many content areas."<sup>5</sup> This concept serves as the foundation upon which our standards-based curricular program has been developed.

At Ivy Academia, students are engaged in the curriculum and learning objectives at all times. Teachers are expected to continuously communicate learning objectives to all students while formatively and summatively assessing for student mastery of all concepts and state content standards. The research and investigations of the learning process done by John Dewey, Margaret Meade, John Holt, David Elkind, Harvey Daniels and others clearly suggests that learning best occurs when students are actively engaged in their own learning. This requires that students are involved in conversations about learning objectives, instruction, and assessment.

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<sup>4</sup> [http://www.entre-ed.org/Standards\\_Toolkit/index.htm](http://www.entre-ed.org/Standards_Toolkit/index.htm)

<sup>5</sup> Kourilski, M.L. & Walstead, W.B., (2000). *The E Generation*. Kendall/Hunt Publishing Company. Dubuque, IA.

California content standards (and Common Core Standards starting in the 2014-15 school year) serve as the foundation for all curriculum and instruction. Entrepreneurship is integrated into curricular content areas. Our course of study utilizes an integrated entrepreneur thematic approach that ties the separate disciplines of the curriculum with National Entrepreneurial Standards. For example, concepts of entrepreneurship are in natural alignment to virtually all mathematics concepts. Specifically, students at the elementary level are exposed to attitudes and values of entrepreneurship, such as creativity, leadership, ethics, teamwork, persistence, and risk-taking. They are challenged to pursue a considerable amount of library and field research both in and outside of school. Partnerships with community business and non-profit organizations are fostered in order to involve the community in the Charter School while allowing for experiential opportunities for our students. Their work consistently reinforces an entrepreneurial attitude and the aforementioned values. The studies at the elementary level serve as the foundation for the more formal application and integration of an entrepreneurial curriculum program into the middle and high school curricular program. In middle school, students participate in entrepreneurial academies, student led businesses, and service to the Charter School and the community. Students apply the fundamentals of entrepreneurship, so basic knowledge and skills can be developed. Entrepreneurial attitudes and values continue to be reinforced throughout the years. Finally in high school, students are prepared for admission to four-year universities as well as participate in business courses, student led businesses, service to the Charter School and the community, and a business internship with one of our community partners.

Certain skills and content will be taught throughout the school years, in various subjects. Examples include library, research, study, and reference-book skills; thinking skills; vocabulary, spelling, and handwriting; measurement; calculator use; computer skills; graphs, tables; current events; famous people; careers; and substance abuse prevention.

Ivy Academia offers students Spanish as a foreign language. In Southern California, Spanish is the most common and useful language in business. Students in grades 9-12 will be offered Spanish foreign language to fulfill their A-G requirements. Ivy Academia is exploring offering Spanish foreign language to students in grades K-8 as an enrichment with the goal that students will obtain sufficient verbal fluency and written proficiency to communicate effectively in Spanish. In addition, students will learn to understand and appreciate the rich cultures and countries where Spanish is spoken.

The integrated approach of National Entrepreneurial Standards with California Content Area Standards (and Common Core Standards in 2014) is one of Ivy Academia's great strengths. As an example, math courses include product cost assessments and pricing, financial management and sales concepts; computer science and art courses incorporate topics in marketing and advertising. Students are constantly and consistently stimulated in entrepreneurial issues and immersed in the entrepreneurial mindset. Literature, the arts, history, social issues, government, economics, architecture, medicine, science, and the study of technology all complement one another in the curriculum.

Entrepreneurial education is important, and even crucial, for several reasons:

- ❑ It lets students know that starting and operating a business – becoming an entrepreneur – is a career option that is open to them, just like being a teacher, architect or doctor.
- ❑ Teaching entrepreneurship to students in high school gives them a marketable skill while still in high school and beyond. This skill gives them many options. They can start their

own business while in high school; they can start a business after high school; or, they can pursue a course of study in entrepreneurship or business in college.

- Teaching students about entrepreneurship reinforces their basic skills in reading, writing and mathematics because as they learn about how to start a business (topic students typically find exciting and interesting) and all of the basic skills are required.
- Students increase their financial literacy skills level by learning how to start and operate a business. Experiences provided by the entrepreneurial curriculum provide a bridge between school and real world work. No other part of the secondary education system teaches young people about creating their own business, yet small businesses represent a large percentage of all employers.
- People who learn business concepts and entrepreneurship, and who do not go on to become entrepreneurs, become better employees in the company (intrapreneurs) because they understand what it takes to make a company successful.
- Research (through Gallup Poll, October 2011) has found that many students in the U.S. have entrepreneurial aspirations and energy that could help drive future job creation in the country. Nearly 8 in 10 students (77%) in grades 5 through 12 say they want to be their own boss, 45% say they plan to start their own business, and 42% say they will invent something that changes the world. Further, as we have heard from our parents, they too are interested in their children learn these skills.

Entrepreneurial education helps increase students' motivation to learn; enhances their self-esteem and personal growth; helps develop their problem-solving skills; helps them learn to manage their finances, and, helps develop in them the sort of optimistic outlook and self-reliant attitude that will benefit them for their entire working lives.

Ivy Academia's cornerstone is fostering entrepreneurial thinking and the focus on core attributes of real entrepreneurship. This approach involves both foundational knowledge and hands-on application of entrepreneurial concepts and experiences. Ivy Academia's Entrepreneurial Education components are Ivy Community and Entrepreneurial University (K-5), Ivy Community and Entrepreneurial Academies (6-8), and Entrepreneurial Academies, Business Courses and Internships (9-12). Ivy Community is a miniature society where students have specific responsibilities as relatable to the "real world." For instance, students receive salaries, pay rent, collect taxes, earn profits, pass laws, argue in court, etc.<sup>6</sup>. Ivy Community consists of four components: entrepreneurship, banking, government and courts. Entrepreneurs run businesses – hire employees, pay taxes and expenses, earn profits; Banking sector manages flow of funds; Government sector sets rules for the community; and Courts monitor the enforcement of these rules. Entrepreneurial Academies include writing business plans, running student businesses and providing services to the Charter School and community. Business Courses focus on theory, application and law involving entrepreneurship. Internships allow students to work in a field of interest to experience the specific duties required by that industry. Topics include Financial Literacy, Global Awareness, Health Literacy, and Environmental Literacy as it pertains to Entrepreneurialism.

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<sup>6</sup> Ivy Community has been modeled around school-wide micro-societies successfully run by some public and charter schools in Florida.

Table 3.5  
Entrepreneurial Themes by Grade Level

<b>Grades</b>	<b>Entrepreneurial Themes</b>
<b>K-5</b>	Mayor, Electoral Process, City Hall, Introduction to Business, Goods and Services, Traits of a Good Manager, Banking, Marketing and Advertising, Saving Money, Investments and the Stock Market, Job Fair, Student-Run Businesses, Career Day
<b>6-8</b>	Writing Business plans, Writing resumes, Preparing for Job Interviews, Meeting Clients, Making a Profit, Borrowing for Business, Community Service, Career Day, Student-Run Businesses
<b>9-12</b>	Business Theory, Business Application, Business Law, Education and Employment Comparison, Internships, Financial Literacy, Global Awareness, Health Literacy, and Environmental Literacy as it pertains to Entrepreneurialism, Career Day

The instructional design addresses identified needs of all students, including students with special needs and gifted students, to facilitate high academic achievement levels according to the California content standards (and Common Core Standards in 2014). Ivy employs “best practices” approach, whereby instructional methods and materials are based on standards-based assessments to guide and plan instruction. Additionally, methods of instruction include a team approach whereby families participate in the Charter School’s design and are encouraged to volunteer in the classroom and school activities. As the Charter Petition was developed the parents played an active role in the design of the Charter through participation in a Charter Renewal Study Session, presentations at Parent meetings, and informal conversations at monthly parent and administrator meetings.

The Charter School provides parents and students with expanded educational opportunities within the public school system in a shift to performance-based accountability.

The foundational coursework, as outlined above, uses a rich repertoire of instructional strategies, curriculum, and materials.

Sample instructional strategies include:

- ◆ Essential Questions
- ◆ Articulation of California Content Area Standards (Common Core Standards in 2014)
- ◆ Articulation of National Entrepreneurial Standards
- ◆ Depth and Complexity Icons
- ◆ Explicit direct instruction
- ◆ Guided Practice
- ◆ Research based projects
- ◆ Cooperative group work and projects
- ◆ Inter-disciplinary approaches to curriculum
- ◆ Graphic Organizers
- ◆ Rubrics
- ◆ Involvement of community members and educational partners in instructional presentation

- ◆ Mentoring program grades 3-12
- ◆ Peer study groups grades 9-12

Curriculum includes:

- ◆ Standards based curriculum units (and Common Core Standards in 2014)
- ◆ Micro-society entrepreneurial programs (K-5)
- ◆ Business courses

Ivy Academia instructional materials include but are not limited to the following:

- ◆ Subject matter text books
- ◆ Supplemental learning aids as selected by teachers to aide in instruction
- ◆ Technological tools, such as computer software and the internet
- ◆ Manipulatives
- ◆ Laboratory equipment
- ◆ Newspapers
- ◆ Curricular materials provided by the community and educational partners

Table 3.6  
Textbooks Currently Used at Ivy Academia

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
<b>Reading/Language Arts</b>	K-5 Harcourt Brace 6-9 Holt 10-11 Prentice Hall 12 McGraw Hill	Yes	0%
<b>Mathematics</b>	K Envision 1 Harcourt Brace 2-5 McMillan-McGraw Hill 6-Alg II Prentice Hall Calculus – Pearson Statistics – W.H. Freeman & Co. Consumer Math – Addison Wesley	Yes	0%
<b>Science</b>	K-3 Scott Foresman 4 McMillan-McGraw Hill 5 Harcourt Brace 6-8 Holt Earth – Prentice Hall Bio, Chem - Holt	Yes	0%
<b>History-Social Science</b>	K-2 Scott Foresman 3-5 Harcourt Brace 6-8 TCI World – Holt	Yes	0%

	AP World-Glencoe MH US – McDougal Little AP US-Wadsworth Cengage Gov't-Glencoe MH Econ – Glencoe MH		
<b>Foreign Language</b>	Span I & II- McDougal Little Span III – Prentice Hall AP Span- Wiley	Yes	0%
<b>Health</b>	Prentice Hall	Yes	0%
<b>Visual and Performing Arts</b>	Sheet Music Art Books	No	0%
<b>Science Laboratory Equipment (grades 9-12)</b>	CSTA	Yes	0%
<b>Entrepreneurialism and Business</b>	Intro – Cengage Southwestern Law – Cengage Southwestern	Yes	0%

As an entrepreneurial school, technology is very important. Every teacher has a laptop computer and a projector. This technology is used nearly every day in every classroom. Many of our teachers also have a document camera. We have a computer cart available at each school site for checkout. We have computers in the classrooms that serve students receiving Title I and/or specialized academic instruction. The current status is that students need access to computers at least weekly to assure they have the technological skills needed for the future. Our goal is that every student has a computer or device provided by the school. We have also developed a BYOD (Bring Your Own Device) Program at the High School with great success. Students bring their cellular phones, tablets or laptops with parent permission and work on projects and assignments in class.

We firmly believe that by utilizing faculty to design curricular approaches to teaching and learning, Ivy Academia provides a superior learning environment tailored to the individual needs of the student population.

Table 3.7  
Content Areas Provided to Each Student

<b>Grades</b>	<b>Content Areas</b>
<b>K-5</b>	Language Arts Mathematics Social Science Science Physical Education Entrepreneurialism Character Development Art Music Universal Access (English Language Development, Remediation, Enrichment)
<b>Grades 6-8</b>	Language Arts

Mathematics* Social Science Science Physical Education Entrepreneurialism/Business Art Music Universal Access (English Language Development, Remediation, Enrichment)
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Table 3.8  
\*The Mathematics Sequence

Regular /College Prep Sequence	Honors/College Prep Sequence	High Honors/College Prep Sequence
6 - Math 6	6 – Math 6	6 – Pre-Algebra
7 – Math 7: Pre-Algebra	7 – Math 7: Pre-Algebra	7 – Algebra I
8 – Math 8: Algebra Readiness	8 – Algebra I	8 – Geometry (taken at the HS)
9 – Algebra I	9 - Geometry	9 – Algebra II
10 - Geometry	10 – Algebra II	10 – Pre-Calculus
11 - Algebra II (Business Math)	11 – Pre-Calculus	11 – AP Calculus AB
12 – Pre-Calculus (Business Math)	12 – AP Calculus AB	12 – Calculus BC (APEX)

Students in grades 9-12 follow applicable California standards. Ivy Academia maintains the following graduation requirements that are in accordance with University of California A-G requirements and for WASC accreditation.

Table 3.9  
UC/CSU Eligibility Requirement and Graduation Requirements

Subject	UC/CSU eligibility requirements	Ivy Academia Graduation Requirement
<b>Social Science</b>	2 years	30 units (3 years)
<b>English</b>	4 years	40 units (4 years)
<b>Mathematics</b>	3 years, 4 recommended	30 units (3 years, 4 recommended)
<b>Laboratory Science</b>	2 years, 3 recommended	20 units (2 years, 3 recommended)
<b>Foreign Language</b>	2 years, 3 recommended	20 units (2 years, 3 recommended)
<b>Visual/Performing Arts</b>	1 year	10 units (1 year)
<b>Business/ Entrepreneurship</b>	n/a	30 units (3 years)

<b>Physical Education</b>	n/a	20 units (2 years)
<b>Health</b>	n/a	5 units (1 semester)
<b>College Prep Elective</b>	1	25 units (5 semesters)
<b>Internship</b>	n/a	1 year

Students need a minimum of 220 credits to graduate. Ivy’s standard course sequence is as follows. Ivy will offer “TWO PATHWAYS”, the *Academia Pathway* and the *College Preparatory Pathway*.

Table 3.10  
Two Pathways Toward High School Graduation

<b>GRADE</b>	<b>Academia Pathway</b>	<b>College Prep Pathway</b>
<b>Ninth</b>	English 9 Math (Alg, or Geometry) Science (Earth Science) Learning Strategies/Health Spanish I P.E.	English 9 Math (Alg., Geometry, or Alg 2 (honors) Science (Earth Science) Learning Strategies/Health Spanish I (honors) P.E.
<b>Tenth</b>	English 10 Math (Geometry, Alg. 2, Pre-Calculus or Business Math Science (Biology or Chemistry) World History Spanish 2 Business 1	English 10 (honors) Math (Geometry, Algebra 2, Pre-Calculus Honors) Science (Biology or Chemistry honors) World History Spanish 2 (honors) Business 1
<b>Eleventh</b>	English 11 Math (Alg.2, Pre-Calculus or Business Math) Science (Chemistry or Organic Chemistry) U.S. History Business II Elective (Spanish 3, Visual/Performing Arts, PE or another year of Science)	English 11 (Honors or AP) Math (Alg 2, Pre-Calculus, Calculus or Business Math (Honors or AP) Science (Chemistry AP or Organic Chemistry) US History (Honors or AP) Business II Elective (Spanish 3, Visual/Performing Arts, PE or another year of Science)
<b>Twelfth</b>	English 12 Government/Economics	English 12 (Honors or AP) Government/Economics



	Internship/ Visual/Performing Arts Elective (Math Recommended) Elective (Science Recommended) Elective (Spanish 4 Recommended)	(Honors or AP) Internship/ Visual/Performing Arts Elective (AP Math Recommended) Elective (AP Science Recommended) Elective (Spanish 4 Recommended)
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Table 3.11  
Academic Program Overview<sup>7</sup>

Curricular Focus	Overview	Assessment Tools
Language Arts & English	Students will read at grade level with comprehension, listen with deep understanding, and speak with meaning and possess familiarity with literary works. Grade level appropriate works of literature and non-fiction expository text will be read and analyzed by students each academic year. All students will develop an increased depth, sophistication, and understanding of the English language.	On-going classroom formative and summative assessments Performance examination Writing portfolios STAR AP Exams
Mathematics	Students will gain knowledge at grade level in the subjects of elementary mathematics, pre-algebra, algebra, geometry, measurement and statistics. All students will study conceptual learning and understanding of the decimal system, linear counting, fraction, problem solving, graphs, statistical analysis, practical application problems, money and four basic mathematical operations such as addition, subtraction, division and multiplication. Daily concrete to abstract real life problems around the Charter School and in everyday life involving credit cards, loans and so on will reinforce applications of all mathematical skills.	On-going classroom formative and summative assessments Math portfolios Performance examinations STAR AP Exams
Social Science/ History	Students will study at grade level various cultures, traditions, the concept of historical time, and timelines. They will develop research skills related to chronological, spatial thinking and historical interpretation.	On-going classroom formative and summative assessments Research writing Portfolios STAR AP Exams
Social Science/ Geography	Students will focus at grade level on cultural, economic and physical geography. They will learn the globe, land forms, hydrosphere, continents, land and water	On-going classroom formative and

<sup>7</sup> All listed courses are offered for all grade levels served by Ivy Academia.

	formations, flora, fauna, landscapes, countries, US states, people of the continents, maps and flags.	summative assessments Research writing Portfolios Reflection journal
Science	Students will be engaged at grade level in fascinating worlds of botany, zoology, human anatomy, animal kingdom, ecology, chemistry, physics, astronomy, and geology. They will be able to differentiate between living and non-living things, learn basic characteristics of animals and plants as well as do an extensive observation of animals and plants in nature. Students will study the development of life on Earth, molecular theories, elements of compounds, table of elements, health and nutrition.	On-going classroom formative and summative assessments Research writing Portfolios Science journal Experiment/ Lab journal STAR AP Exams
Human Development -Practical life skills -Character education	This area of the curriculum focuses on developing grade and age appropriate skills to allow students to effectively deal with the social and physical environment in which he/she lives. Students will participate in self-discovery, building self-esteem and the ability to work cooperatively with others.	Participation record Reflection journal
Music Appreciation	Students will embrace the study at grade level of biographies of various composers throughout different time eras. They will be introduced to various styles of music such as pop, country, classical, rock, and will gain knowledge and appreciation for cultural music and musical instruments around the world.	Participation Records Music journal
Art Appreciation	Students will study at grade level various techniques and styles of artists from different historical periods such as Renaissance, Baroque. Their hands-on experience with various media such as oil painting, tempura painting, sculpture, architecture will complement their in-class learning.	Participation records Art portfolio
Physical Education	Students will gain grade level knowledge, fundamental physical skills, and appreciation of techniques and strategies related to various sports through active participation and observation. Emphasis will be placed on teamwork and cooperation.	On-going formative and summative assessments Achievement statistical analysis Physical Fitness Test
Foreign Language	Students will be offered Spanish in grades 9-12. Over the years they will develop oral, written, listening and speaking skills in Spanish. In addition to language skills, student will be exposed to the countries, culture, literature and traditions. Ivy is exploring an enrichment course of study in Spanish to teach basic oral and written communication skills and exposure to rich culture of	On-going classroom formative and summative assessments AP Exam

Spanish speaking countries.
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Classroom teachers are responsible for communicating each student's academic and behavior progress through the use of phone calls, emails and PowerSchool for posting grades and attendance and through the use of the website for homework and activities. Teachers are responsible for submitting an annual long-range plan and weekly lesson plans including the four lesson components to the principal or designee. Teachers are responsible to differentiating curriculum for all students especially struggling learners, students with special needs, English learners and gifted students.

Ivy Academia believes that collaboration among teachers and within subjects provides a richer educational experience for students. Engaging students on multiple levels and within multiple disciplines provides students with directed educational experiences in a manner that allows them a more comprehensive access to the curricular objectives. Teachers are expected to be trained in recognizing and adapting their instruction and assignments to the learning styles and needs of all students.

In grades K-5, students are placed in heterogeneously grouped grade level classes. Innovative and engaging curricular materials, and research-based instructional strategies and assessment methods are utilized to ensure a high-quality elementary program. Students will receive two hours of Language Arts and one-and-a-half hours of Mathematics daily.

In grades 6-8, students are placed in homogeneously grouped classes, primarily by grade level. Innovative and engaging curricular materials, and research-based instructional strategies and assessment methods are utilized to ensure a high-quality middle grades program. Students will receive extended periods for Language Arts and Mathematics daily.

In grades 9-12, students are placed in homogeneously grouped classes, primarily by grade level. Innovative and engaging curricular materials, and research-based instructional strategies and assessment methods are utilized to ensure a high-quality elementary program. Students will attend six periods a day with a built-in intervention period for 25 minutes per day for students who receive a grade of D or F in any classes. Grade level teams of teachers will work together to create themes of learning, which will be used to drive the standards-based curriculum and engage in an interdisciplinary, team-teaching model to present units whose subject matter is complimentary.

Ivy Academia students participate in various enriching and academically rigorous classes. The unique part of a Typical Day for Ivy Students is that Entrepreneurialism is not merely an add-on activity; rather it is incorporated in every lesson, every day and in every grade. Each lesson focuses on the four lesson components of essential question, California Content Standards (Common Core State Standards in 2014, National Entrepreneurial Standards and Depth and Complexity Icons.

### 3<sup>rd</sup> Grade

Our 3<sup>rd</sup> graders begin their day studying Language Arts. Their mornings are dedicated to both reading and writing. Following recess, our students concentrate on Mathematics. After lunch, students have a period of reading and workshops prior to partaking in P.E. two days a week and Science the other three. Monday through Thursday's schedule allows for Social Studies and Universal Access for the remainder of the day. Friday afternoons are special at Ivy because this is when our Ivy Community takes place. Ivy Community is what sets Ivy apart from other schools. It is made up of student-created and student-run businesses where groups of students

work in these businesses and others shop. The groups alternate week by week thus allowing all students chances to be both shopper and business person. All products sold are student made and all monies used to purchase items are “Ivy Bucks” earned by each student for working in a business. The last few minutes are used for Exit Questions. Teachers assure that students participate in E-University as well to teach the basics of entrepreneurialism to include taxes, payroll, manager and employee responsibilities, ethics, customer service, advertising and marketing.

#### 6<sup>th</sup> Grade

Sixth graders start their day in PE then go to their Language Arts class. Following a period of reading and writing, our students have a period of Social Science. Currently Language Arts and Social Science are taught as a Humanities block to help the students transition from a self-contained classroom to multiple teachers. This Humanities block is taught by the same teacher with a break in the middle for nutrition. Following Humanities, our 6<sup>th</sup> graders have a period of Mathematics and a period of Science. Currently Mathematics and Science are taught in a block by the same teacher with a break in the middle for lunch. The final period of the day is used for electives such as Art, Drama, Music or Entrepreneurial Academies on Monday-Thursdays. Fridays are committed to Ivy Community and to our Business emphasis provided through Entrepreneurial Academies. Students rotate through 4 week entrepreneurial classes during their academies. The focus of the academies could be Financial Literacy, Global Awareness, Health Literacy and Environmental Literacy as it relates to entrepreneurialism through teacher led discussions, projects, and presentations from community business people. Our 6<sup>th</sup> graders are able to visit and work at student run businesses once they have developed their business plan.

#### 9<sup>th</sup> Grade

Students in 9<sup>th</sup> grade start their mornings in English 9. Following English 9 is Earth Science. Nutrition is next and then students take part in daily PE. Following PE is Geometry for most 9<sup>th</sup> graders. There is then an Intervention Period on Tuesday-Thursdays for our academically low achieving students, English Learners and groups of students based on need. On Mondays, the teachers have Intervention time to collaborate. On Fridays, this time is used for our E-Academies. In addition to the Business Classes taught in various grades, E-Academy invites business people and community members into our school to give the students real-life examples and stories pertaining to various industries. Students also discuss required business focused books and articles that are assigned during this period. Case studies of famous entrepreneurs such as Bill Gates and Donald Trump are also explored. Students conduct projects to prepare for Project Based Learning Showcases and the Entrepreneurial Convention. After, the Intervention Period is Lunch. After Lunch, 9<sup>th</sup> graders end their day with World History then Health/Geography.

## **H. TRANSFER OF COURSES/COLLEGE ENTRANCE REQUIREMENTS**

*Governing Law: If the proposed school will serve high school pupils, a description of how 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. - California Education Code Section 47605(b)(5)(A)(ii)

The overall college preparatory curriculum model of the Ivy Academia academic program is a rigorous, standards-based program rooted in the academic state content standards (and common core state standards in 2014). Students complete classes that fulfill A-G requirements and satisfy college entrance requirements. Core curriculum courses include English, Math, Science, Social Science, Foreign Language, Fine Arts, and Physical Education. The Charter School is WASC accredited for transferability of its courses to other public schools and whether these courses satisfy the A-G requirements. This is communicated to parents through the Shared Support Agreement (Parent/Teacher Handbook), annual parent meetings, bulletins at the site progress reports and report cards, and necessary parent conferences.

## I. **ACADEMIC CALENDAR**

The following is a tentative instructional calendar for the 2013-2014 school year below, which consists of 180 instructional days. The schedule may still be modified due to state budget cuts but at all times it will have the minimum instructional days as determined by the state. Any changes will be provided to LAUSD prior to their implementation for the preparation of calculation and verification of attendance reports. Reasons for changes to the academic calendar may be requested by LAUSD.

Table 3.12  
2013-2014 Academic Calendar (also on p. 20)

	Single Track
First Day of Instruction	August 12, 2013
Last Day of Instruction	May 28, 2014
Labor Day	September 2, 2013
Unassigned Days	September 5, 2013
Veterans Day	November 11, 2013
Thanksgiving	November 28-29, 2013
Winter Recess	December 23, 2013 – January 3, 2014
Unassigned Days	January 6-7, 2014
M.L. King, Jr. day	January 20, 2014
Unassigned Days	January 31, 2014
Presidents' Day	February 17, 2014
Unassigned Days	March 17, 2014
Spring Recess	April 14-21, 2014

Memorial Day

May 26, 2014

## **J. PROFESSIONAL DEVELOPMENT**

Ivy Academia's faculty and staff are offered a range of professional development opportunities such as data analysis of formative and summative assessments, development of SMART goals, Response to Intervention, Positive Behavior Support, Ability Awareness, 504 and IEP Implementation, English Language Development, Cultural Proficiency, Depth and Complexity Icons, Project-Based Learning, Integration of National Entrepreneurial Standards with California Content Standards, and Integration of Technology for the 21<sup>st</sup> Century. Teachers are also provided professional development opportunities during daily planning time with their mentors/peers and weekly staff/grade level or department meetings to ensure application of new concepts and successful implementation of new skills. Faculty is encouraged to attend workshops and seminars. Recently, the staff has attended the Entrepreneurial Education Forum, Advanced Placement Training, California Charter Schools Association Conference. In addition, two principals attended the Association of California School Administrators' Leadership Institute, the Director of Finance attended ACSA's Business Academy, the Director of Human Resources attended ACSA's Personnel Academy and the Executive Director attended ACSA's Superintendent's Academy and worked to develop a Charter School Leaders Academy for ACSA beginning in the Fall of 2012. Of course, many staff members have participated in a variety of local conferences and workshops.

Each year the school develops a Professional Development Calendar. Each month, our teachers have an early release day for the teachers to meet together from every site, grade level and department. We provide a two hour Professional Development training. Once a month, there is a site staff meeting. Twice a month, there is time for professional learning communities so that teachers work in grade level or departments. There is currently collaboration time during the school week for every teacher to work collaboratively with colleagues on lesson planning, lesson design, standards integration, data analysis, differentiation of instruction, etc. The Professional Development provided on early release days is provided by the Charter School staff (Executive Director, Principals, Teacher Leadership Teams, Common Core Implementation Specialist), outside presenters (attorneys, specialists, business partners), or on-line training.

## **K. SERVING THE NEEDS OF ALL STUDENTS**

Ivy Academia is committed to the ideals of academic excellence and personal growth for all students. Our mission includes the inclusion of all students across the range of academic and language achievement from educationally disadvantaged to gifted students. Specific special populations Ivy Academia will continue to serve include English Learners, academically high-achieving students, academically low-achieving students, and students with disabilities.

### **1. English Learners**

#### Overview

Ivy Academia is deeply committed to the success of its English Learners (“EL”) will meet all applicable legal requirements for English Learners (“EL”) as it pertains to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirement. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents. Teachers will work collaboratively to provide ELs access to the Charter School’s rigorous curriculum as well as to English language development. Teachers work effectively with ELs to ensure that they acquire the English language and academic skills identified in the Charter School’s curriculum and meet state standards.

#### Plan to Achieve Success

Ivy Academia will have an English Language Coordinator and English Learner Plan. Ivy Academia will have a fully-functioning English Learner Advisory Committee (“ELAC”) of teachers and parent representatives meeting a minimum of four times of year. They will advise the School Site Council about programs for English Learners. Parents of English Learners will be elected by parents of English Learners. The ELAC will establish and maintain by-laws, agendas and minutes. A list of multi-cultural literature for students and parents will be available on the ELAC page on our website.

We will continue to provide communication to parents in languages other than English, primarily in Spanish and Russian.

Ivy Academia will meet with parents to review the English Learner Proficiency plan to review: CELDT scores (initial and current language designation), primary language assessment results, current English Proficiency, program placement, program options, exit criteria, English Learners on an IEP, how the current program will meet objective of IEPs, CST Scores, benchmark results, plans for meeting goal including facilitating growth of ELA skills within the home, and reclassification criteria. The IEP team will determine the appropriate services for English Learners.

Ivy Academia will offer English Learner Parent Training in the form of information available regarding: Reading Strategies, Test Taking Strategies, Test Preparation, CELDT Reclassification Procedures and Results, and Literacy Activities.

We will have an annual Reclassification Celebration for every student who meets Reclassification Criteria.

#### Home Language Survey

Ivy Academia administers the home language survey upon a student's initial enrollment into the Charter School (on registration forms).

#### CELDT Testing

All students who indicate on a home language survey that their home language is other than English will be CELDT tested within 30 calendar days of initial enrollment<sup>8</sup> and at least annually thereafter between July 1 and October 31 until redesignated as fluent English proficient.

Ivy Academia notifies all parents of its responsibility for CELDT testing and of CELDT results with 30 calendar days of receiving results from publisher. The CELDT shall be used to fulfill the requirements under the No Child Left Behind Act for annual English proficiency testing. Parents will also be notified of program, program options and reclassification criteria. Students with Disabilities who are English Learners will be assessed on the CELDT with accommodations as agreed to by the IEP team. Ivy Academia will have a CELDT Coordinator and English Language Coordinator to advise programs for English Learners.

#### Funding

The School Site Council with input from ELAC will develop, review, and evaluate the Single Plan for Student Achievement annually. Ivy Academia will utilize time-accounting records of multi-funded staff.

Ivy Academia will utilize Title III funds to support professional development activities derived from a needs assessment related to the state standards and approved by School Site Council. School Site Council will monitor and approve all federal and state categorical funds.

#### Reclassification Process

Reclassification criteria utilize multiple measures to determine whether a student can be reclassified from an English Learner to a Reclassified Fluent English Proficient Student:

#### Reclassification Criteria

1. CELDT Score – Overall Early Advanced (4) or higher with all subgroups of Intermediate (3) or higher.
2. CST/Language Arts Score – CELDT Level 4 or higher– CST Proficient or Higher (This will have to be changed after 2014.)
3. Teacher Recommendation – Teacher(s) determine(s) student to have acquired sufficient academic language skills to succeed in an English-only program as follows:  
Student is adequately progressing toward or met the grade level English Language Arts Standards. Student receives a passing grade in English Language Arts.
4. Parental Input – Parent(s) have the opportunity to participate in the reclassification procedure by providing their opinion and consultation to the process.

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<sup>8</sup> The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT tested. All other students who have indicated a home language other than English will continue with annual CELDT testing based upon the date last tested at the prior school of enrollment.



### Assessment

We will use a curriculum-embedded assessment on AIMSWEB to assess the progress of language proficiency four times a year in addition to the CELDT test.

### Parental Involvement

Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process. There is an ELD component in Parent Orientation.

### Monitoring

The teachers will utilize the English Learner folders and collect student samples to measure progress regarding comprehension, fluency, vocabulary, pronunciation and grammar usage four times a year. Teachers will provide quarterly progress reports to parents on the growth of their English Proficiency. The EL Coordinator of Ivy Academia will monitor our reclassified English Proficient students for a minimum of two years. The EL Coordinator of Ivy Academia will maintain a list of students who are identified as English Learners with CELDT, CST, date of entry to US, and Year 1 and Year 2 data. Ivy Academia also maintains CAHSEE, High School graduation, benchmark, and promotion to next grade with GPA of 2.0 or above.

Each EL student has an ELD Folder to track academic progress. We maintain ELD information including: Home Language Survey, CELDT results, Reclassification Forms, and Year 1 and Year 2 monitoring forms. Ivy Academia will provide intervention to students who score Below Basic and Far Below Basic in English Language Arts and Math on the CST.

### Accountability

Ivy Academia's English Language Coordinator will analyze the data to determine the increase in English proficiency and increase in academic achievement in core academic subjects across all grade levels. The EL Coordinator will monitor benchmark scores, CST scores, and Core academic grades quarterly. Through the use of Essential Question, Content Area Standards, Entrepreneurial Standards and Depth and Complexity icons, teachers will address the needs of our English Language Learners. The EL Coordinator will also monitor that teachers use differentiated instruction through the evaluation process (SDAIE, SMART goals, etc.).

All K-12 Language Arts and Humanities Teachers are authorized to work with English Learners by having documentation of their CLAD, BCLAD or SB 395. We will maintain list of teachers who are completing EL authorization.

Teachers and paraprofessionals will be notified and trained regarding who their English Learners are by name, what ELD level the students are, what the ELD Level means (EL Level Descriptor), which strategies are the most effective for which level of students. Teachers and paraprofessionals will be trained on CELDT, and topics like Cultural Proficiency, Culturally Relevant Lessons and Susana Dutro's Focused Approach.

Each English Learner will receive a program of instruction in English Language Development in order to develop proficiency in English as rapidly and effectively as possible.

All English Learners, levels 1-4 will be placed in English Language Development classes for a minimum of 30 minutes per day. Parents cannot opt out because Ivy Academia does not have an alternative English Language Program.

### Strategies for English Learner Instruction and Intervention

English Learners are supported through a combination of differentiated instruction, a supportive school culture, and additional academic support as needed. Ivy Academia understands the critical need to provide specific instruction tailored to meet the needs of English Learners. This includes appropriate classroom instruction, instructional support, and assessment. A team of grade level representatives is currently undergoing Guided Language Acquisition Design (GLAD) training and certification. GLAD strategies will be implemented in every K-5 class upon program completion.

All EL lessons and curriculum are teacher created and grade level implemented. Materials from Into English and Sopris West are referenced. English Learners are supported in the classroom by being engaged through learning activities that involve total physical response, building upon the child's culture and previous learning, cooperative groups, and pairing the child with another student who speaks the same language. If a student falls behind, teachers respond with interventions in class that promote understanding material, such as through a mini-lesson, or after school assistance. Teachers meet with students and their parents in order to build the Charter School and family connection that is essential for learning. Additional interventions that maybe offered to support EL students are Response to Intervention, Learning Center, and after school programs like language arts and math assistance. We enjoy a high rate of students being reclassified from English Language Learner to RFEP. Our teachers are well versed in strategies/techniques to meet the needs of English Learners.

Teachers are trained to provide sheltered instruction using Specially Designed Academic Instruction in English (SDAIE) techniques when some students have difficulty understanding English. Teachers also pair English Learners with students who can effectively translate. Many activities will be hands-on rather than text-based, diminishing reliance on reading and listening as the only learning methods. The Charter School also promotes the success of English Learners by valuing those who speak languages other than English as a critical resource and fostering a bilingual culture. English Learners act reciprocally as mentors to Non-English Learners as part of class assignments and through community service learning. When possible, non-native English speakers have opportunities to read, dialogue, and present work in their native language.

### **Monitoring and Evaluation of Program Effectiveness**

The evaluation for the program effectiveness for ELs in the Charter School will include:

- Adhere to Charter School-adopted academic benchmarks by language proficiency level and years in program to determine adequate yearly progress.
- Monitoring of teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring of student identification and placement.
- Monitoring of parental program choice options.
- Monitoring of availability of adequate resources.

**English Learner Instruction**

The Charter School is required to timely identify potential English Learner students and provide them with an effective English language acquisition program that affords meaningful access to the school's academic core curriculum. Instructional plans for English Learners (EL) must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

On an annual basis (on or about October 1), the Charter School shall submit a certification to the District that certifies that they will either adopt and implement LAUSD's English Learner Master Plan or implement the Charter School's own English Learner Instructional/Master Plan. If Charter School chooses to implement its own EL plan, the instructional plan shall encompass the following, including but not limited to:

- How ELs' needs will be identified;
- What services will be offered;
- How, where and by whom the services will be provided;
- How the program for ELS is evaluated each year and how the results of this assessment will be used to improve those services (annual report of the assessments)

The Charter School shall provide to CSD a copy of its entire, current plan upon request such as during the annual oversight review process.

The Charter School shall administer the CELDT annually. The Charter School shall also ensure that it will provide outreach services and inform parents with limited English proficiency with important information regarding school matters to the same extent as other parents.

## **2. Academically High-Achieving Students**

Some students enter the Charter School better prepared or are naturally endowed to learn at a faster pace than the majority of students. Since the mission of Ivy Academia includes assuring that all students' educational experiences are rigorous, teachers are prepared to provide additional challenges for these academically high-achieving (GATE) students. Ivy Academia will have a GATE Coordinator and a Gifted and Talented Plan.

Teachers are taught how to extend student learning by doing pre-assessments of concepts/skills previously mastered and students are able to engage in and share the products of accelerated learning activities, such as PowerPoint presentations, independent projects or projects with peers who have similar interests. Our students have created cars of the future, have written original plays, or have created their own three dimensional animals.

Each year, Ivy Academia will hold a GATE parent advisory meeting to discuss the GATE plan, program and requirements. Every quarter, Ivy Academia will hold a GATE parent advisory meeting to discuss issues regarding GATE plan and program, social and emotional issues related to GATE students and other related topics.

**Categories and Process of Identification:** Gifted/Talented students exhibit excellence or the capacity for excellence far beyond that of their chronological peers. Students whose abilities fall into one or more of the categories below may be considered for participation in the Gifted/Talented Programs.

**High Achievement Ability:** Grades 1 - 3: Students who demonstrate high achievement at

advanced levels determined by Quarterly Benchmark results, Grades and Teacher Recommendation. **Grade 4 and above:** Students who consistently function for two consecutive years at advanced levels determined by California Standards Tests (State Mandated Test) in both English Language Arts and Mathematics, Quarterly Benchmark results, Grades and Teacher Recommendation.

**Specific Academic Ability: Grade 5 and above:** Students who consistently function for three consecutive years at advanced levels determined by California Standards Tests (State Mandated Test) in either English Language Arts or Mathematics. Students in Grades 9-12 may also be considered in either Science or Social Science.

**Leadership Ability:** Students who show confidence and knowledge; influence others effectively; have problem-solving and decision making skills; express ideas in oral or written form clearly; show sense of purpose and direction as determined by administrator and teacher observations, participation in Ivy Community, Student Government Association, Elementary, Junior and National Honor Society, documented community service projects.

**Process for Identification:** Identification is accomplished through an assessment process consisting of the following components:

- (1) Search and referral,
- (2) Screening and
- (3) Ivy Committee Determination.

Here are the initial steps:

**Search and referral:** The GATE Coordinator develops an initial list of potential candidates through the process of reviewing CST data, personal observation and feedback from teachers, parents and administrators. Parents complete a questionnaire.

**Screening:** The school administrator or designee screens students by collecting data from existing sources, such as, the cumulative record, CST data, quarterly benchmark results, grades, interviews with advisors from Ivy Community, Student Government Association, National Elementary/Junior Honor Society, National Honor Society, or club and parent questionnaire.

#### **Notification of Eligibility or Non-eligibility**

- School will notify the parents of student's eligibility and program overview or non-eligibility.
- School will develop an orange folder to place in the cumulative files containing the Committee Report on Eligibility or Non-eligibility.
- School receives a Parent Consent for Participation for each eligible student, which parent must sign for student participation in the gifted/talented program. The orange folder and the consent form must be kept in student's cum.

Program for Gifted and Talented Students to include monthly activities, daily differentiation for problem solving and critical thinking, accelerated courses, student portfolios and annual showcase.

Ivy Academia's GATE Plan will be reviewed annually to include information gathered from student assessment data, staff surveys, student surveys and parent surveys. Administrators will assign teachers to teach academically high achieving students based on their preparation, experience, personal attributes, and competencies for teaching academically high achieving children. In addition, Sandra Kaplan's Depth and Complexity Icons will be used to bring deeper meaning and rigor to lesson mastery. The Depth and Complexity program incorporates higher level thinking as indicated by Bloom's Taxonomy. Records of Professional Development will be kept on file.

Ivy Academia's GATE Coordinator identifies academically high achieving students from varying linguistic, economic, and cultural backgrounds. These students have the opportunity to participate in the program as evidenced by class lists, GATE student lists and GATE advisory parent meetings. The GATE Coordinator will be responsible for keeping parents of GATE students abreast of scholarships, specialized programs, and other extracurricular activities directly relating to GATE students.

Students will participate in monthly GATE activities and competitions that will be led by the GATE Coordinator. At the end of the school year they will create a student portfolio and participate in annual showcase. Portfolios and exhibitions are particularly useful in assuring that students are accountable for working up to potential by customizing expectations to the learner. Throughout the school year, evidence of learning is collected and showcased to share the deeper and broader understanding and application of content.

### **3. Socio-economically Disadvantaged Students**

Students who are socio-economically disadvantaged need opportunities for enrichment. Ivy Academia provides these opportunities through a rich, well-rounded educational experience. The students are provided a variety of activities and experiences in which they may not otherwise participate. For example, students starting in kindergarten, attend field trips. Some of our most impressive field trips are Getty Villa, California Science Center, Police and Fire Departments, Cal Tech's Theatre Arts Program, Catalina Island, Outdoor Education, and at school field trips to include hands-on science, drama performances, and guest speakers to expose the students to careers, Holocaust victims, Suicide Prevention, Drug Prevention, Anti-bullying, and Character Education. We incorporate art, music, science and entrepreneurialism. We are exploring foreign language enrichment in grades K-8. In addition, our students are exposed to community service which encourages a lifetime of volunteerism. Some of the community services include donations to West Valley Food Pantry, Toys for Tots, Pennies for Patients and Children's Hospital, not to mention beach clean-up, blood drives, and tending the garden. These activities enrich our children and our community. Students and families are provided resources like Parent University, uniform assistance and free lunch when applicable.

Academic services for socio-economically disadvantaged students begin with an assessment of what the student needs to perform better. Instruction activities will vary to accommodate different learning styles to draw out students' various strengths. Students simply needing additional assistance in particular subjects or skill areas may get additional help from peers, staff, and volunteer tutors. When additional interventions are needed, the staff will be proactive in coordinating support services. Students may receive services through the Response to Intervention Program These classes address Reading comprehension, Reading Decoding,

Reading Fluency, Mathematics Calculation, Mathematics Applied Problems, and Written Expression servicing to remediate missing skills.

The Title I K-12 program at Ivy Academia has been designed to improve the educational performance of targeted at risk students. The students are identified for the program based on their performance on the CST, Quarterly Benchmarks, Grades, and Teacher Recommendation. The program is designed to reach all students who are struggling and in need of academic assistance. The students receive extra academic support in small groups guided by a classroom teacher during their elective class. The students are frequently assessed and have their results monitored to determine if they need to remain or exit the program. In addition, the parent involvement component is critical in assuring that parents know their rights and are encouraged to play in active role in their child's academic success.

Ivy Academia believes that the entrepreneurial focus of its Standards-Based Educational Program significantly increases learning opportunities for the socio-economically disadvantaged population as evidenced by a number of teachers from the nation's toughest schools who discovered that "learning about entrepreneurship gives their students, many of whom are born into poverty and violence, the feeling that they could take charge of their future. It motivates them to improve their math, reading, and writing skills and to stay in school."<sup>9</sup>

Strategies for our socio-economically disadvantaged students draw heavily from our core belief that when students are engaged in learning activities that are relevant to the real world, then learning will be more meaningful and comprehension will improve. Every teacher designs lessons that reflect the students' world. The entrepreneurial experience is used a platform to understand the core curriculum. For example, students learn to manage their money in their math classes as if they were entrepreneurs seeking to maximize their profit.

#### Differentiated Instruction:

1. Teachers differentiate lessons by identifying individual learning styles of their students and then design lessons that engage the students.
2. Teachers differentiate projects and learning activities for students in order to meet their capacity and challenge them to the next level of performance.
3. Teachers also differentiate using the following strategies: questioning techniques from Bloom's taxonomy to help students consider a subject from 6 points of view, cooperative learning activities, such as "Think/Pair/Share," and providing additional wait time to foster thinking.
4. Finally, assessment is ongoing from pre-assessment to determine what students already know and what standards, objectives, concepts and skills individual students already understand, to formative (ongoing) assessments that help determine how they are assimilating the information and what novel ways they can further demonstrate what they know.

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<sup>9</sup> Mariotti S., 2000, *The Young Entrepreneur's Guide to Starting and Running a Business*, Three Rivers Press, NY

#### 4. Academically Low-Achieving Students

Ivy Academia utilizes a Response to Intervention model to serve students who are academically low-achieving and students who demonstrate issues needing support socially, emotionally, and/or behaviorally.

Table 10.1  
Response to Intervention Tiered Approach for Academics and Social/Emotional/Behavioral

<b>Academic</b>	<b>Social/Emotional/Behavioral</b>
<b>TIER 3 INTERVENTIONS</b>	<b>TIER 3 INTERVENTIONS</b>
Extended Time for SAT/AP, ACT SAI minutes Technology support Graduation waivers CAHSEE waivers Extended ed Study skills class Team teaching IEP DIS Services: OT, APE, Speech	One-on one counseling Term specific One-on-one aides Refer out for mental health services (26.5) Intensive case management FAA Mental health services
<b>TIER 2 INTERVENTIONS</b>	<b>TIER 2 INTERVENTIONS</b>
Lexia, Aleks, Hooked on Phonics Academic Lab Homework Club SSTs SAI/General Education collaboration Small Group led games during recess/lunch Academic Contracts Summer School Title 1 & 3 BYU/WVOC remediation Deficiency notices Targeted after school intervention CAHSEE intervention Academic plans and goals After-School Tutoring	Group/Individual Counseling Behavior Contracts College Advising Self-Regulation SART Lunch Bunch Ivy Angels Behavior support plans Mentorship SST Progress reports Parent conferences Teach game rules
<b>TIER 1 INTERVENTIONS</b>	<b>TIER 1 INTERVENTIONS</b>
Extended Time on tests (or prorated tests) Full Day Kinder Excess instructional minutes Summer reading lists Best, first instruction Differentiated instruction Differentiated Reading Materials Team teaching Drop-in office hours Parent conferences Report cards	Access to sensory diet Redirection Positive Reinforcement Positive behavior charts Conflict resolution program Student of the month program STAR: Caught Being Good Clubs: NHS, SGA College Career Elective Crazy Table Points Red Ribbon Week

<p>Periodic Progress Reports                  Deficiency notices                  Peer tutoring                  Dual enrollment courses                  Field trips                  Awards                  Review of student data                  PSAT                  Small group instruction                  State/e-standards project based learning                  DEAR/Universal screening/benchmarks                  Common assessments                  Professional development                  Professional Learning Communities                  Preferential seating                  Parent communication                  Learning Strategies                  Depth and complexity                  Essential Questions                  Curriculum council                  Team teaching                  Bloom’s Taxonomy                  AVID Strategies                  Daily Reading/Language/Math Review                  Structured Note Taking - Cornell Notes, LAPs,                  MEN (Math Engagement Notes)                  Exit Cards                  Individual White Boards                  Realia                  Study Guides                  Review Game                  Use of Manipulatives/Hands On Activity/Lab                  Color Coding                  Highlighting Instructions                  Cooperative Groups                  Think, Pair, Share                  Technology: Projector, Elmo, Computers                  Paraphraser for the Day                  Flashcards                  Teacher Goal Setting                  Shortened assignments                  Use of sentence frames                  Songs to help auditory processing</p>	<p>Assemblies: Awards, Curricular, Theme                  Mix It Up Day/Pink Shirt Day                  Spirit Week                  After School Programs                  Parent University                  Character Education                  IPLG – Ivy Parent Leadership Group                  Clear consistent expectations                  Ivy Community                  Positive Behavior Support Programs                  Dances/trick or trunk                  Equity activities                  LINK CREW/Ivy Ambassador                  Free Dress Pass                  Music Mornings                  Community workers                  Student Store                  College trips                  1<sup>st</sup> SST                  Table Points                  Parent Groups                  ESLRs                  Classroom rules, rewards, consequences                  Sports                  Chess club                  Teacher Helper for Lessons                  Use of Equity Sticks                  Daily Compliments (Special Recognition)                  Posted Daily Schedule/Agenda                  Individual Goal Setting Conferences                  Use of Hand Signals                  Provide Visual Imagery                  Homework Pass                  Parent Communication                  Display Exemplary Student Work                  Give personal time                  Real life connections                  Stress balls                  Exercise balls                  Classroom Pledge</p>
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The use of the Response to Intervention Pyramid provides a structure and a resource for classroom teachers and Specialized Academic Instructors. Tier 1 interventions are universal interventions to be used with every student to provide them access to the curriculum. Tier 2 interventions are evidence based interventions required to make provide more skill-based progress than can be provided in the general education setting. This is designed for more specific and strategic intervention to improve student achievement and is supported through a process of progress monitoring every 4-6 weeks. It is usually conducted in small groups, two to



four days per week. Tier 3 interventions are the most intensive interventions provided to students. It can include designated instructional services provided through an Individualized Educational Program. These are the most restrictive services and must be provided only after it is determined that a student is not responding to Tier 1 or Tier 2 interventions.

Services for academically low-achieving students begin with an assessment of what the student knows and is able to demonstrate and what skills the student is missing. This is identified through a universal assessment. Interventions are provided to the students who score in the bottom 10% by grade level. If the student improves in intervention, then the student develops the skills to be academically successful. If the student does not respond to intervention, the intervention is adjusted to meet the needs of the student. If after a period of time, the student still does not to intervention, the student is then referred to a Student Success Team meeting. Teachers must differentiate the core curriculum to assure that these students have access while the skills they are missing are being mastered in intervention.

Ivy Academia will identify students who are performing below grade level or those students otherwise having behavior, emotional, attendance or other issues potentially affecting academic performance and will utilize a Student Success Team process.

A Student Success Team (“SST”) includes the student, parent and teacher, and other school personnel or interested persons, and uses a systematic problem solving approach to assist students with concerns that are interfering with success. The SST clarifies problems and concerns; develops strategies and organizes resources; provides a system for school accountability; and serves to assist and counsel the parent, teacher, and student. An SST is a general education function. All students can benefit from an SST, including but not limited to those students achieving below grade level, but those who are achieving above grade level and require greater challenge, students who have experienced emotional trauma, behavioral issues, attendance issues or language issues.

Anyone who has a concern for a student can refer that student to SST for consideration. Anyone who is connected with that student can be included in the SST to provide information to share about the student strengths, concerns, and effective strategies that have been used in the past. These people may include but are not limited to teachers, parents, counselors, doctors, administration, social workers, and law enforcement. The meeting is designed to generate student-centered interventions that will contribute to the student’s success.

## ***L. PLAN FOR SPECIAL EDUCATION/ SECTION 504 OF THE REHABILITATION ACT/ AMERICANS WITH DISABILITIES ACT***

### Overview

The Charter School shall comply with all applicable state and federal laws in serving students with disabilities including but not limited to Section 504 of the Rehabilitation Act (“Section 504”), the Americans with Disabilities Act (“ADA”) and the Individuals with Disabilities in Education Improvement Act of 2004 (“IDEIA”).

The Charter School agrees to adhere to the policies, procedures and requirements of the Los Angeles Unified School District Local Plan for Special Education.

## **M. SERVICES FOR STUDENTS UNDER THE IDEA/MEETING THE NEEDS OF SPECIAL EDUCATION STUDENTS**

### **1. Special Education Program**

All charter schools must adhere to all terms and conditions of the *Chanda Smith Modified Consent Decree* ("MCD") and any other court orders and/or consent decrees imposed upon the LAUSD as they pertain to special education. Charter schools must ensure that no student otherwise eligible to enroll in their charter school will be denied enrollment due to a disability or to the charter school's inability to provide necessary services. Policies and procedures are in place to ensure the recruitment, enrollment and retention of students with disabilities at charter schools.

Prior to Los Angeles Unified School District ("LAUSD" or "District") Governing Board approval, Ivy Academia will execute a Memorandum of Understanding ("MOU") by and between LAUSD and Ivy Academia regarding the provision and funding of special education services consistent with the requirements of the LAUSD Special Education Local Plan Area ("SELPA") Local Plan for Special Education.

### **2. SELPA Reorganization**

The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code § 56195.1(a) and intends to continue operating as a single-District SELPA as in the current structure but has created two school sections (District-operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of Education on January 4, 2011 (149/10-11). Full implementation of the reorganized LAUSD SELPA will begin in the 2013-2014 school year requiring all District-authorized charter-operated schools to elect one of the three options available under the LAUSD SELPA. Prior to an Option election, all District-authorized charter schools shall participate as a school of the District under the District-Operated Programs Unit. Prior to the beginning of the 2013-2014 school year, all District-authorized charter schools, other than those that have previously executed an Option 3 Memorandum of Understanding ("MOU"), will be required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated schools will not have a LEA status but will function in a similar role in that each charter school will be responsible for all special education issues including services, placement, due process, related services, special education classes, and special education supports. Charter schools may apply for membership in the Charter-operated Program section of the SELPA. These schools will receive support from a Special Education Director for the Charter-operated Programs.

### 3. Modified Consent Decree Requirements

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

As part of fulfilling the District’s obligations under the Modified Consent Decree, data requests from charter schools that are not connected to the District’s current Student Information Systems (“SIS”) are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor’s required format and are as follows:

- # The Independent Charter School Suspension/Expulsion Report, due monthly throughout the school year.
- # Paper SESAC Report and Welligent Student Listing Verification, due monthly throughout the school year.
- # CBEDS, which is due at the end of October of Each School Year.
- # All Students Enrolled December 1 of Each School Year, due at the end of December every school year.
- # Graduation Status of 12<sup>th</sup> Grade Students Enrolled on December 1, due at the end of June every school year.

The MCD requires charter schools to implement the District’s Integrated Student Information System (ISIS). ISIS is a suite of applications which is designed to capture all District student data.

## ELEMENT 2 – MEASURABLE STUDENT OUTCOMES

*Governing Law: The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes shall include outcomes that address increases in pupil academic achievement both school wide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607.”*

Ivy Academia shall meet all statewide standards and conduct the pupil assessment required pursuant to Section 60605 of the Education Code and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools.

Ivy Academia administrators have implemented a culture in which its student outcome goals and school outcome goals are continuously evaluated for effectiveness. It is intended that students will advance and progress by demonstrating mastery of these student outcome goals at designated times throughout the school year. At all times, students will be expected to demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the Charter School’s educational program.

As is explained in Element I, all staff participates in professional development which trains staff members of valuable, research-based instructional strategies. Additionally, the staff members of Ivy Academia will engage in on-going collaboration, which will include on-going assessment of the effectiveness of each of the Charter School components.

### A. SCHOOL OUTCOME GOALS

At this time, Ivy Academia will pursue the following school outcome goals:

- The Charter School’s Academic Performance Index (“API”) will meet or exceed its growth target (both School-wide and within reportable subgroups) in the majority of the years covered by this charter renewal scoring an API of at least 880 by the end of the charter renewal term. Each significant subgroup (White, Hispanic/Latino, Socioeconomically Disadvantaged, Black, English Language Learners, and Students with Disabilities) will increase its overall percentage of scoring proficient or above by 10% each year.
- By the end of elementary school, 80% of Ivy students will be able to comprehensively communicate utilizing conventional business communications such as business letters, persuasive letters, fundraising requests, and project proposals. By the completion of 8<sup>th</sup> grade, 85% of Ivy students will be able to write an 11 Step Business Plan with great detail and appropriate information. At the end of an Ivy student’s senior year, 90% of our students will have completed an internship and displayed a professional work ethic and prepared a professional portfolio.
- As per the requirements of the No Child Left Behind Act, Adequate Yearly Progress (“AYP”) will be demonstrated by the Charter School through an increased percentage of

students who score in the Proficient or Advanced range (on the California Standards Test (“CST”) for the majority of the years covered by this charter renewal particularly improving our scores to 84% scoring Proficient or Advanced in English Language Arts and 80% in Mathematics.

- Continuous effort to meet or exceed the Annual Measurable Achievement Objectives will be demonstrated through 56% of English Learners making one level of growth each year on the annual CELDT. Increased numbers of English Learners scoring Proficient or Advanced on the Language Arts CST will increase by 5% each year thus resulting in a proficient or above rate of 67% by 2018. By the end of this charter renewal, 75% of our English Learners will score proficient or advanced on the Math CST, an increase of a minimum of 3% each year. English learners attaining the English Language Proficient level on the annual CELDT will increase by 10% each year, thus resulting in an a goal of 37% by the end of the term covered by this charter renewal. In addition, 18% of our students will be reclassified per year based on CST scores and core academic subject grades.
- The combined percentage of students who score Below Basic or Far Below Basic on the CST will decrease in the majority of the years covered by this charter renewal.
- The attendance rate of the Charter School will have a yearly average of no less than 96.7%.
- The Charter School’s reclassification rate will meet or exceed the rate of reclassification for similar neighborhood schools for the majority of years of this charter renewal.
- The percentage of first time passers on the CAHSEE shall increase for the majority of the years covered by this charter renewal, 95% and above for math and 96% and above for language arts.
- A high school graduation rate above 90% with a minimum of 75% of the graduating students having met UC/CSU A-G requirements.
- Through standardized testing, quarterly benchmark testing, and core academic subject grade monitoring, 80% of Ivy’s K-12 students will demonstrate subject mastery.

Additionally, the District has set forth a set of achievement benchmarks that it intends to use to analyze the academic performance of charter schools in general as well as in specific cases that may arise under EC 47607(b)(4) The Charter School will strive to meet those benchmarks.

## **B. SUBJECT MATTER COMPETENCIES**

As indicated above, Ivy Academia expects its students to demonstrate a mastery of specific subject matter competencies, as detailed by the California State Content Standards (Common Core in 2014) for Reading/Language Arts, Math, Science, History/Social Science and Fine Arts. The following is a list of suggested goals for subject matter competencies. The following lists detail broad learning targets by content area. All faculty utilize state content standards and Common Core State Standards detailing specific learning targets as mandated by the State of California.

The following Subject Matter Competencies have been based directly on the content standards for the state of California and the school will transition to Common Core State Standards in 2014. For each of the content areas below, students will meet all grade level standards and objectives in the Common Core State Standards. This section has synthesized the standards to provide lists which overview the main components of each content area and for each educational level.

## **California Content Standards:**

### **1. English Language Arts**

In the area of English Language Arts, elementary students will:

- Understand the basic features of reading, select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts
- Read and understand grade-level appropriate material by drawing upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources)
- Read and respond to a wide variety of significant works of children's literature
- Distinguish between the structural features of the text and literary terms or elements (e.g., theme, plot, setting, characters)
- Write clear and coherent sentences and paragraphs that develop a central idea and consider the audience and purpose utilizing the five stages of the writing process
- Write compositions that describe and explain familiar objects, events, and experiences utilizing various writing genres (e.g., narratives, short descriptions, personal and formal letters)
- Listen critically and respond appropriately to oral communication

In the area of English Language Arts, middle/high school students will:

- Understand and appreciate literature and the arts as expressions of and ways to interpret the human experience
- Obtain meaning from a variety of complex texts
- Be well read as demonstrated by reading a variety of literary works representing different genres
- Make informed interpretations of the purpose and meaning of literary works
- Convey interpretations of the purpose and meaning of literary works

- Explain how literature from various cultural/ethnic groups expresses both distinctive and similar values, experiences, struggles, and contributions
- Evaluate how the form and content of literary work contributes to its message and impact

## 2. History/Social Science

In the area of History/Social Science, elementary students will:

- Place key events and people of the historical era they are studying in a chronological sequence and within a spatial context
- Correctly apply terms related to time, including *past*, *present*, *future*, *decade*, *century*, and *generation*
- Explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same.
- Use map and globe skills to determine the absolute locations of places and interpret information available through a map's or globe's legend, scale, and symbolic representations
- Judge the significance of the relative location of a place (e.g., proximity to a harbor, on trade routes) and analyze how relative advantages or disadvantages can change over time
- Differentiate between primary and secondary sources
- Pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture
- Distinguish fact from fiction by comparing documentary sources on historical figures and events with fictionalized characters and events
- Students summarize the key events of the era they are studying and explain the historical contexts of those events
- Students identify the human and physical characteristics of the places they are studying and explain how those features form the unique character of those places
- Students identify and interpret the multiple causes and effects of historical events
- Conduct cost-benefit analyses of historical and current events

In the area of History/Social Science, middle/high school students will:

- Understand and apply civic, historical, and geographical knowledge in order to become a citizen in a diverse world
- Apply information, concepts, and perspectives from the history of our nation and the history and development of other nations
- Deliberate on public issues which arise in a representative democracy
- Use historical research to ask and answer questions about the past
- Recognize that regions can be defined in cultural, physical, or political terms
- Accurately interpret and summarize information from maps, charts, and graphs
- Understand the building blocks of representative government
- Understand the evolution of early civilizations and the development of new ideas, institutions, and systems of thought
- Recognize that events in the past inform the present
- Understand the rich and varied achievements of diverse peoples

### **3. Mathematics**

In Mathematics, elementary school students will:

- Understand numbers, quantities, and shapes in their everyday environment
- Count, compare, describe and sort objects, and develop a sense of properties and patterns, and use patterns to help solve problems.
- Develop a deep understanding of place value skill with addition, subtraction, multiplication, and division of whole numbers
- Estimate, measure, and describe objects in space
- Represent number relationships and conduct simple probability experiments
- Describe and compare simple fractions and decimals.
- Understand the properties of, and the relationships between, plane geometric figures
- Know and use common measuring units to determine length and area and know and use formulas to determine the volume of simple geometric figures
- Use grids, tables, graphs, and charts to record and analyze data.

In Mathematics, middle/high school students will:



- Construct mathematical models
- Use a variety of problem solving strategies
- Use advanced computing systems
- Understand and apply advanced properties of numbers
- Understand and apply advanced methods of measurement
- Understand and apply advanced concepts of geometry
- Understand and apply advanced concepts of functions and algebra
- Understand and apply advanced concepts of probability and statistics
- Understand and apply advanced concepts of data analysis

#### **4. Science**

In Science, elementary school students will:

- Analyze real world phenomena using scientific concepts, principles, and processes (e.g. cause and effect, energy, systems, etc.)
- Use the scientific method to ask and answer questions about the world
- Understand essential ideas about the compositions and structure of the universe and the motions of objects in it
- Know basic earth, biological, physical, and chemical concepts
- Understand basic concepts of matter and energy, motion and forces

In Science, middle/high school students will:

- Analyze real world phenomena using scientific concepts, principles, and processes (e.g. cause and effect, energy, systems, etc.)
- Use the scientific method to ask and answer questions about the world
- Understand essential ideas about the compositions and structure of the universe and the motions of objects in it
- Know basic earth, biological, physical, and chemical concepts
- Understand basic concepts of matter and energy, motion and forces

## 5. Visual and Performing Arts

In the Visual and Performing Arts, all students will:

- Participate in artistic activities
- Make informed interpretations of the purpose and meaning of artistic works
- Convey interpretations of personal experiences in expressive forms
- Explain how art from various cultural/ethnic groups expresses both distinctive and similar values, experiences, struggles, and contributions
- Explain how the form and content of an artistic work contributes to its message and impact
- Explain the role of the artist in providing service to the community and world

## 6. Foreign Language

In the area of Foreign Language, high school students will:

- Obtain sufficient verbal fluency and written proficiency to communicate effectively in a foreign language
- Understand and appreciate the cultures underlying a foreign language

### Common Core State Standards:

#### 1. English Language Arts

In the area of Reading, elementary students will:

##### Key Ideas and Details

- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

##### Craft and Structure

- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- Assess how point of view or purpose shapes the content and style of a text.

### **Integration of Knowledge and Ideas**

- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.\*
- Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

### **Range of Reading and Level of Text Complexity**

- Read and comprehend complex literary and informational texts independently and proficiently.

### **In the area of Writing, elementary students will:**

#### **Text Types and Purposes\***

- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

#### **Production and Distribution of Writing**

- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

#### **Research to Build and Present Knowledge**

- Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

- Draw evidence from literary or informational texts to support analysis, reflection, and research.

**Range of Writing**

- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**In the area of Speaking and Listening, elementary students will:****Comprehension and Collaboration**

- Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

**Presentation of Knowledge and Ideas**

- Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

**In the area of Language, elementary students will:****Conventions of Standard English**

- Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

**Knowledge of Language**

- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**Vocabulary Acquisition and Use**

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**In the area of Reading, middle/high school students will:****Key Ideas and Details**

- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**Craft and Structure**

- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- Assess how point of view or purpose shapes the content and style of a text.

**Integration of Knowledge and Ideas**

- Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.\*
- Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**Range of Reading and Level of Text Complexity**

- Read and comprehend complex literary and informational texts independently and proficiently.

**In the area of Writing, middle/high school students will:****Text Types and Purposes\***

- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**Production and Distribution of Writing**

- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**Research to Build and Present Knowledge**

- Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.

**Range of Writing**

- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**In the areas of Speaking and Listening, middle/high school students will:****Comprehension and Collaboration**

- Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

**Presentation of Knowledge and Ideas**

- Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

- Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

**In the area of Language, middle/high school students will:**

### **Conventions of Standard English**

- Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

### **Knowledge of Language**

- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

### **Vocabulary Acquisition and Use**

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## **2. History/Social Science**

In the area of History/Social Science, elementary students will:

- Place key events and people of the historical era they are studying in a chronological sequence and within a spatial context
- Correctly apply terms related to time, including *past*, *present*, *future*, *decade*, *century*, and *generation*
- Explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same.

- Use map and globe skills to determine the absolute locations of places and interpret information available through a map's or globe's legend, scale, and symbolic representations
- Judge the significance of the relative location of a place (e.g., proximity to a harbor, on trade routes) and analyze how relative advantages or disadvantages can change over time
- Differentiate between primary and secondary sources
- Pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture
- Distinguish fact from fiction by comparing documentary sources on historical figures and events with fictionalized characters and events
- Students summarize the key events of the era they are studying and explain the historical contexts of those events
- Students identify the human and physical characteristics of the places they are studying and explain how those features form the unique character of those places
- Students identify and interpret the multiple causes and effects of historical events
- Conduct cost-benefit analyses of historical and current events

**In the area of History/Social Science, middle/high school students will:**

- Understand and apply civic, historical, and geographical knowledge in order to become a citizen in a diverse world
- Apply information, concepts, and perspectives from the history of our nation and the history and development of other nations
- Deliberate on public issues which arise in a representative democracy
- Use historical research to ask and answer questions about the past
- Recognize that regions can be defined in cultural, physical, or political terms
- Accurately interpret and summarize information from maps, charts, and graphs
- Understand the building blocks of representative government
- Understand the evolution of early civilizations and the development of new ideas, institutions, and systems of thought
- Recognize that events in the past inform the present
- Understand the rich and varied achievements of diverse peoples

**In the area of History/Social Studies Reading middle/high school students will:**

**Key Ideas and Details**

- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.



- Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

**Craft and Structure**

- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- Assess how point of view or purpose shapes the content and style of a text.

**Integration of Knowledge and Ideas**

- Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.\*
- Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**Range of Reading and Level of Text Complexity**

- Read and comprehend complex literary and informational texts independently and proficiently

**In the area of History/Social Studies Writing middle/high school students will:****Text Types and Purposes\***

- Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

**Production and Distribution of Writing**

- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**Research to Build and Present Knowledge**

- Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.

### **Range of Writing**

- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

## **3. Mathematics**

**In Mathematics, the mathematical practices for elementary and middle/high school students will be:**

- [Math Practice. - 1](#) **Make sense of problems and persevere in solving them.**
- [Math Practice. - 2](#) **Reason abstractly and quantitatively.**
- [Math Practice. - 3](#) **Construct viable arguments and critique the reasoning of others.**
- [Math Practice. - 4](#) **Model with mathematics.**
- [Math Practice. - 5](#) **Use appropriate tools strategically.**
- [Math Practice. - 6](#) **Attend to precision.**
- [Math Practice. - 7](#) **Look for and make use of structure.**
- [Math Practice. - 8](#) **Look for and express regularity in repeated reasoning.**

## **4. Science**

**In Science, elementary school students will:**

- Analyze real world phenomena using scientific concepts, principles, and processes (e.g. cause and effect, energy, systems, etc.)
- Use the scientific method to ask and answer questions about the world
- Understand essential ideas about the compositions and structure of the universe and the motions of objects in it
- Know basic earth, biological, physical, and chemical concepts
- Understand basic concepts of matter and energy, motion and forces

**In Science, middle/high school students will:**

- Analyze real world phenomena using scientific concepts, principles, and processes (e.g. cause and effect, energy, systems, etc.)
- Use the scientific method to ask and answer questions about the world

- Understand essential ideas about the compositions and structure of the universe and the motions of objects in it
- Know basic earth, biological, physical, and chemical concepts
- Understand basic concepts of matter and energy, motion and forces

**In the area of Science - Reading middle/high school students will:****Key Ideas and Details**

- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

**Craft and Structure**

- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- Assess how point of view or purpose shapes the content and style of a text.

**Integration of Knowledge and Ideas**

- Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.\*
- Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**Range of Reading and Level of Text Complexity**

- Read and comprehend complex literary and informational texts independently and proficiently

**In the area of Science - Writing middle/high school students will:****Text Types and Purposes\***

- Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

#### **Production and Distribution of Writing**

- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

#### **Research to Build and Present Knowledge**

- Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.

#### **Range of Writing**

- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

## **5. Visual and Performing Arts**

#### **In the Visual and Performing Arts, all students will:**

- Participate in artistic activities
- Make informed interpretations of the purpose and meaning of artistic works
- Convey interpretations of personal experiences in expressive forms
- Explain how art from various cultural/ethnic groups expresses both distinctive and similar values, experiences, struggles, and contributions
- Explain how the form and content of an artistic work contributes to its message and impact
- Explain the role of the artist in providing service to the community and world

## **6. Foreign Language**

#### **In the area of Foreign Language, high school students will:**

- Obtain sufficient verbal fluency and written proficiency to communicate effectively in a foreign language
- Understand and appreciate the cultures underlying a foreign language

## ELEMENT 3 – METHOD BY WHICH STUDENT OUTCOMES WILL BE MEASURED

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

To ensure that all statewide performance standards are met and to ensure continual evidence of pupil learning, Ivy Academia shall conduct testing pursuant to Education Code Section 47605(c) as well as its own assessment and evaluation processes. Multiple forms of assessment will be used to measure student achievement and progress, tailor programs of instruction, validate and continuously improve teaching methods, gauge the Charter School's performance in comparison to similar schools throughout the District and state, and provide the metrics for programmatic audits reported to the LAUSD and the California Department of Education ("CDE"). Ivy Academia is using A-F grading system based off of percentages in grades 4-12. Each letter grade is in a 10% range: A=100-90%, B=89-80%, C=79-70%, D=69-60%, and F is for 59% and below. The Charter School is using a standards based grading system based on standard mastery in grades K-3. Every graded assignment, test, quiz, or project is assigned a score based off of a grade wide created and accepted rubric on a 1-4 scale. A score of 4 shows work that exceeds standard mastery and involves higher level thinking. A score of 3 shows standard mastery. A score of 2 shows that progress towards standards mastery is being made. A score of 1 show that no progress is being made toward standard mastery. In addition, those students receiving an overall percentage of 71% or less will receive deficiency notices during weeks 5, 15, 25, and 35 of the school year. These notices require parent signatures and present an opportunity for parents to meet with teachers regarding student performance. Quarterly benchmark data will be analyzed to direct instruction. A monthly meeting of Curriculum Council will allow for collaboration among lead teachers and administration. Through grade level scaffolding, a clear progression of necessary standards' mastery will be evident. Peer mentoring will also be utilized to supplement teacher development in the area of student achievement. Grade level meetings will be facilitated by grade level chairs while monitored by administrators and department chairs. Student work samples will be reviewed and instruction will follow to meet the identified needs. "Reteach" days will be implemented quarterly after benchmark data is reviewed and scoring patterns are examined.

Table 5.1  
Measurements of Charter Organizational Components

Grade	Educational Capacity-Annual	Entrepreneurial Goals
K	ADA, CELDT, AMAO	Introduction to Team Building- Students will successfully work in groups. (observations, class work rubric)
1	ADA, CELDT, AMAO	Introduction to Business-Students will create a resume and be able to answer questions regarding their strengths and experiences. (oral presentation rubric)
2	ADA, CELDT, CST, AYP, API, AMAO	Introduction to Business- Students will be able to write letters and promotional materials such as flyers and pamphlets. (writing rubric)
3	ADA, CELDT, CST, AYP, API, AMAO	Financial Literacy- Students will understand the concept of different types of currency: checks, cash, and stocks. (writing rubric)
4	ADA, CELDT, CST, AYP, API, AMAO	Personal Money Management- Students will correctly keep a check register. (math assessment/project)

5	ADA, CELDT, CST, AYP, API, AMAO	Communications & Interpersonal skills- Students will be able to write standard business communications such as letters and promotional material. (writing rubric)	
6	ADA, CELDT, CST, AYP, API, AMAO	Communications & Interpersonal skills Students will be able to communicate effectively- both verbally and written. (written and oral rubric)	
7	ADA, CELDT, CST, AYP, API, AMAO	Communications & Interpersonal skills Students will be able to communicate effectively- both verbally and written. (written and oral rubric)	
8	ADA, CELDT, CST, AYP, API, AMAO	Financing and Risk Management-Students will be able to identify whether or not a business proposal is financially sound. (math work rubric)	
9	ADA, CELDT, CST, AYP, API, AMAO	Marketing- Students will successfully market an item or service. (writing skills rubric)	
10	ADA, CELDT, CST, AYP, API, CAHSEE, AMAO	Business Foundations Students will create an 11 step business plan (project rubric)	
11	ADA, CELDT, CST, AYP, API, AMAO	Business Foundations Students will create an 11 step business plan (project rubric)	
12	ADA, CELDT, AMAO, Graduation rate, A-G requirements met	Professional Development Students successfully complete internship and present project. (rubric grades after presentation by a panel of judges)	
Student Achievement		All Grades- Quarterly Benchmarks in Core Academic Subjects	Quarterly
		Grades 2-11- CST Smarter Balance (2014-2018)	Annually
Student Progression		Tests, quizzes, oral presentations, teacher assessments in all subject areas. Grades based on participation, rubrics and percentages.	Weekly
Student Participation		Attendance, enrollment, retention	Daily
Student/Family Satisfaction		Web based survey/Focus groups	Semester
Community Communication/Collaboration		E-Blasts, weekly flyers, class newsletters	Weekly
		School wide newsletter	monthly
Site Management		Staff input (group discussion and surveys), staff mentoring, records, meeting of work plan timelines, low teacher/student ratio, staff qualifications, professional development	Monthly
Family Involvement		Interviews, surveys, participation and sign-in sheets	Monthly

**B. ACADEMIC PERFORMANCE INDEX (“API”)**

The API will be used to compare the position of Ivy Academia with that of other schools in the State and to monitor progress. The API will also be used to identify underperforming subgroups and develop remediation strategies and programs, as appropriate.

**C. ADEQUATE YEARLY PROGRESS (“AYP”)**

Ivy Academia shall seek to meet AYP as required by No Child Left Behind Act, overall and in each of its identifiable subgroups. The AYP also assists Ivy Academia in identifying underperforming subgroups.

### C. Annual measurable Achievement Objectives (“AMAO”)

**IVY ACADEMIA SHALL SEEK TO MEET AMAO AS REQUIRED BY TITLE III, OVERALL FOR ENGLISH LEARNERS AND FOR RECLASSIFIED ENGLISH LEARNERS. THE AMAO ALSO ASSISTS IVY ACADEMIA IN MONITORING THE GROWTH OF ENGLISH LEARNERS OVER TIME WHICH CONTRIBUTES TO THE RECLASSIFICATION RATE.**

### D. STATEWIDE TESTING

The Charter School agrees to comply with and adhere to the State requirements for participation and administration of all state mandated tests. If the Charter School does not test (i.e., STAR, CELDT, CAHSEE) with the District, the Charter School hereby grants authority to the state of California to provide a copy of all test results directly to the District as well as the Charter School. As one method of measuring pupil progress, assessments will be conducted pursuant to 47605(c)(1) which requires Ivy Academia to conduct state testing required pursuant to Education Code Section 60605 and 60851 and any other statewide assessments applicable to pupils in non-charter schools.

### E. CALIFORNIA HIGH SCHOOL EXIT EXAM (CAHSEE)

The CAHSEE results will be used to determine whether pupils are progressing in their programs of instruction and may be used to determine whether pupils are ready to transition from lower- to upper-division courses. The results achieved by Ivy Academia pupils on the CAHSEE will also be used as a metric for evaluation by external auditors.

### F. GRADUATION RATES

The Graduation rates will be used to determine whether pupils are completing the required course of study to adequately prepare them for college, university, military or employment. The rates reached by Ivy Academia pupils will also be used as a metric for evaluation by external auditors.

### G. AVERAGE DAILY ATTENDANCE (“ADA”)

A crucial factor in determining the engagement and commitment of pupils to their programs of instruction is their attendance. As ADA is a factor in the measurement of the success of the Charter School, and as pupils cannot participate in classroom activities when they are not present, the attendance of pupils will be closely monitored. The Ivy Academia attendance accounting system will meet the requirements of the LAUSD, the Los Angeles County Office of Education (“LACOE”), and the California Department of Education (“CDE”).

### H. OTHER METHODS OF ASSESSMENT

Ivy Academia will continue to develop an assessment process using multiple tools emphasizing conceptual thinking and problem-solving skills. The Charter School will assess both individual and school-wide progress with appropriate measures that address the needs of all pupils. Assessments will be conducted pursuant to Education Code Section 60602 *et seq.* The types

of assessment to be used to evaluate pupil progress will follow state guidelines and may include:

- Norm-referenced achievement tests, including but not limited to STAR, Advanced Placement Examinations, the SAT and/or ACT;
- Performance-based assessments;
- Teacher evaluation based upon clearly specified criteria for scoring student work, including state standards-aligned tests and quizzes, critical thinking and problem-solving assignments, and in-class participation;
- Action Learning Systems or similar quarterly benchmark assessment tools.
- Certification, to be maintained in student portfolios, of mastery of locally developed, state standards-aligned competencies;
- Completion of University of California (“UC”) and California State University (“CSU”) A-G requirements;
- Advanced Placement subject area examinations; and
- The use of longitudinal/survey and other data collected by Ivy Academia to track pupil progress.

### ***I. ASSESSMENT OF SCHOOL OUTCOME GOALS AND USE OF DATA FOR CONTINUOUS IMPROVEMENT***

The Board of Directors oversees the evaluation and monitoring program components through strategies that are directly linked to measurable goals and benchmarks. Specifically, the evaluation plan calls for the administration of assessment instructions and the collection and analysis of data to evaluate changes 1) in academic performance of each individual child based on results completed by the student, collected and analyzed by the teacher, monitored by the site administrator and shared with the parents no less than four (4) times per year and 2) entire class based on normal curve equivalent score gains on various subject matters and results of periodic assessments to include quizzes, tests, benchmarks and projects. Parents will receive report cards at the end of each semester and will receive progress reports at week 10 and week 30 of the school year. In addition, for students receiving grades of a C- (71%) or lower, deficiency notices will be sent home at weeks 5, 15, 25, and 35. Grades are also continuously available to parents and students via Ivy’s use of PowerSchool, an online grade book. Parent conferences are done formally twice a year, but are available upon parent request throughout the year.

The evaluation plan involves several levels: 1) maintain complete data so that we can aggregate and disaggregate student achievement data; 2) maintain data on specific students and groups of students identified for increased student achievement; 3) ensure both process and outcomes evaluations; and 4) collect qualitative data. All data will be shared with parents to ensure academic success through a partnership with both parents and classroom teachers.



Because ongoing program assessment is a key to maintaining the integrity of our mission and vision, we utilize both a formative and summative approach for the evaluation and integration of our education capacity, business and organizational management, plus collaboration and networking for the benefit of our students and their families. The educational capacity and collaboration efforts are further detailed in Table 3.1, which identifies key activities, methods of measurement and frequency.

Measurements to be used to evaluate the success of charter school components include both quantitative and qualitative data. Table 3.1 identifies specific measurements of charter organizational components, and a timeline to allow for continuous monitoring of program progress, while at the same time guiding staff in adopting recommendations for improvement.

## **J. TESTING**

The Charter School agrees to comply with and adhere to the State requirements for participation and administration of all state mandated tests. If the Charter School does not test (i.e., STAR, CELDT, CAHSEE) with the District, the Charter School hereby grants authority to the state of California to provide a copy of all test results directly to the District as well as the Charter School.

## ELEMENT 4 - GOVERNANCE STRUCTURE

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

### D. LEGAL

While the Charter School intends to collaborate and work cooperatively with the District, the Charter School shall operate as a separate legal entity, independent of the District. Ivy Academia is a public school operated by Alternative Schools Inc., a duly constituted California Non-Profit Public Benefit Corporation. Ivy Academia is governed pursuant to the bylaws approved by the Board, which may be subsequently amended pursuant to the amendment process specified in the bylaws, which are consistent with the terms of this charter. As provided for in the California Corporations Code, the Charter School will be governed by the Alternative Schools, Inc. Board of Directors, whose members have a legal fiduciary responsibility for the well-being of the Charter School.

Pursuant to Education Code Section 47604(c), the District in performing its oversight of the Charter School as required by Education Code Section 47604.32 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.

The Charter School and/or its non-profit corporation is a separate legal entity and will be solely responsible for the debts and obligations of the Charter School.

Ivy Academia will comply with the Brown Act.

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

The District reserves the right to appoint a single representative to the Governing Board pursuant to Education Code section 47604(b).

### E. GOVERNING BOARD

As provided for in the California Corporations Code, Ivy Academia is operated by Alternative Schools, Inc., its Corporate Board of Directors (also referred to as "Governing Board" or "Board of Directors") whose members have a legal fiduciary responsibility for the well-being of the organization. Ivy Academia believes that the Charter School's internal accountability structure and decision-making process, if strong and clear, will make the Charter School self-sustainable throughout the years.

The Board of Directors is composed of a broad cross-section of the school community and community-at-large. Under the By-Laws approved January 11, 2007, the Board of Directors is

comprised of no less than five (5) and no more than eleven (11) members. Each Board member will serve 2 years and until a successor director has been designated and qualified. Under the By-Laws approved December 20, 2012, the Board of Directors is composition remains no less than five (5) and no more than eleven (11) members. Since the inception of the bylaws on February 17, 2004, each director was elected to a term of two (2) years. Going forward<sup>10</sup>, each director shall hold office unless otherwise removed from office in accordance with these bylaws for four (4) years and not more than two successive terms until a successor director has been designated and qualified.

The Chairman will appoint a board member nomination committee to designate qualified candidates for election to the Board of Directors at least fifteen (15) days before the date of any election of directors which shall be held at the next regular board meeting. The nomination committee may request the Executive Director to provide a list of candidates meeting the qualifications as prescribed by the Board. The nominating committee shall make its report at least seven (7) days before the date of the election or at such other time as the Board of Directors may set and the Secretary shall forward to each Board member, with the notice of meeting required by these bylaws, a list of all candidates nominated by committee. All directors shall be designated (voted in) by the existing Board of Directors.

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

Each member will act in accordance with both the Duty of Care: to act in good faith and with care of an ordinary prudent person; and the Duty of Loyalty: to refrain from doing anything that would cause injury to the organization.

## **1. Duties of the Governing Board:**

- 1) Approve and monitor the Charter School's annual budget and budget revisions;
- 2) Act as a fiscal agent. This includes but is not limited to the receipt of funds for the operation of the Charter School in accordance with applicable laws and the receipt of grants and donations consistent with the mission of the Charter School;
- 3) To further define and/or refine organization's mission, strategy, and policies;
- 4) Approve and monitor policies to meet the Charter School's organizational goals;
- 5) Evaluate the organization's effectiveness;
- 6) Appoint and remove all corporate officers: Deputy Executive Director, Executive Director, Senior Advisor to the Board; prescribe powers and duties for them as are consistent with the law; fix their compensation; and require from them security for faithful service.
- 7) Support the Charter School's fundraising and educational efforts in the community.

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<sup>10</sup> The Going Forward date is December of 2012 at which time the Board has approved the amending of these bylaws.

These functions will allow for the implementation and governance of Ivy Academia to function at optimal levels.

## **2. Board Meetings**

The Board of Directors meets 10-12 times per year to review and to act on its responsibilities. All meetings are held in accordance with the Brown Act. At least 72 hours before a regular meeting, the Board of Directors, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting. The posting of the Agenda shall comply with the Brown Act which includes no less than the school site address, its business office and on the School's website

Special meetings of the Board of Directors for any purpose may be called at any time by the Chairman of the Board of Directors, or the President, or a majority of the Board. The party calling a special meeting shall determine the place, date, and time thereof. The posting of the Agenda shall comply with the Brown Act which includes no less than the principal address, its business office and on the School's website. In accordance with the Brown Act, special meetings of the Board of Directors may be held only after at least twenty-four (24) hours' notice is given to each director and to the public through the posting of an agenda. Directors shall be provided notice of a special meeting in the following manner:

- a. Any such notice shall be addressed or delivered to each director at the director's address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the director for purposes of notice, or, if an address is not shown on the Corporation's records or is not readily ascertainable, at the place at which the meetings of the directors are regularly held.
- b. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.
- c. The notice of special meeting shall state the time of the meeting, and the place if the place is other than the principal office of the Corporation, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

- a. At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the boundaries of the school district in which the charter school operates;
- b. All votes taken during a teleconference meeting shall be by roll call;
- c. If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
- d. All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;<sup>11</sup>
- e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and
- f. The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.<sup>12</sup>

A book of minutes of all meetings, proceedings, and actions of the Board, and of committees of the Board are kept at the Business Office. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; and the names of persons present at Board of Directors and committee meetings. Once the Board approves the minutes they are posted on the website.

Meeting notices and agendas are posted on the Ivy Academia website, at each school site and sent to parents via electronic mail.

The Charter School has adopted a conflicts code which shall comply with the Political Reform Act, Government Code Section 87100, the District's interpretation of Government Code Section 1090, and applicable conflict restrictions required by the Corporations Code.

The Board of Directors meetings will be headed by the Chairman of the Board, who will be elected by the Board in accordance with the corporate bylaws.

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

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<sup>11</sup> This means that members of the Board of Directors who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.

<sup>12</sup> The Brown Act prohibits requiring members of the public to provide his/her names as a condition of attendance at the meeting.

### 3. Board Training

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

### 4. Board Delegation of Duties

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee or an appropriate third-party contractor to the Charter School any of those duties. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

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

## F. **IVY ACADEMIA GOVERNANCE ORGANIZATIONAL DIAGRAM**

The diagram below shows the current organizational structure of Ivy Academia.

Diagram 6.1  
2013 Organizational Structure

2012 - 2013 Ivy Academia Entrepreneurial Charter School

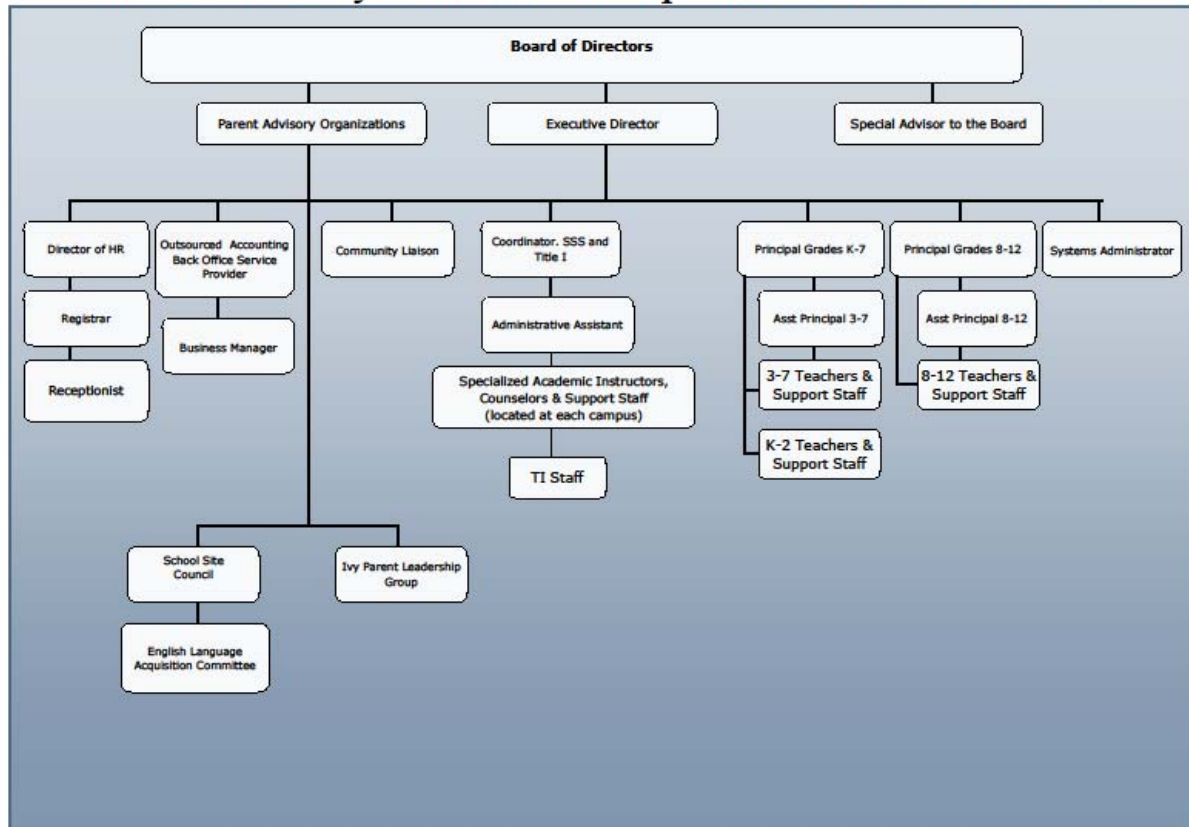
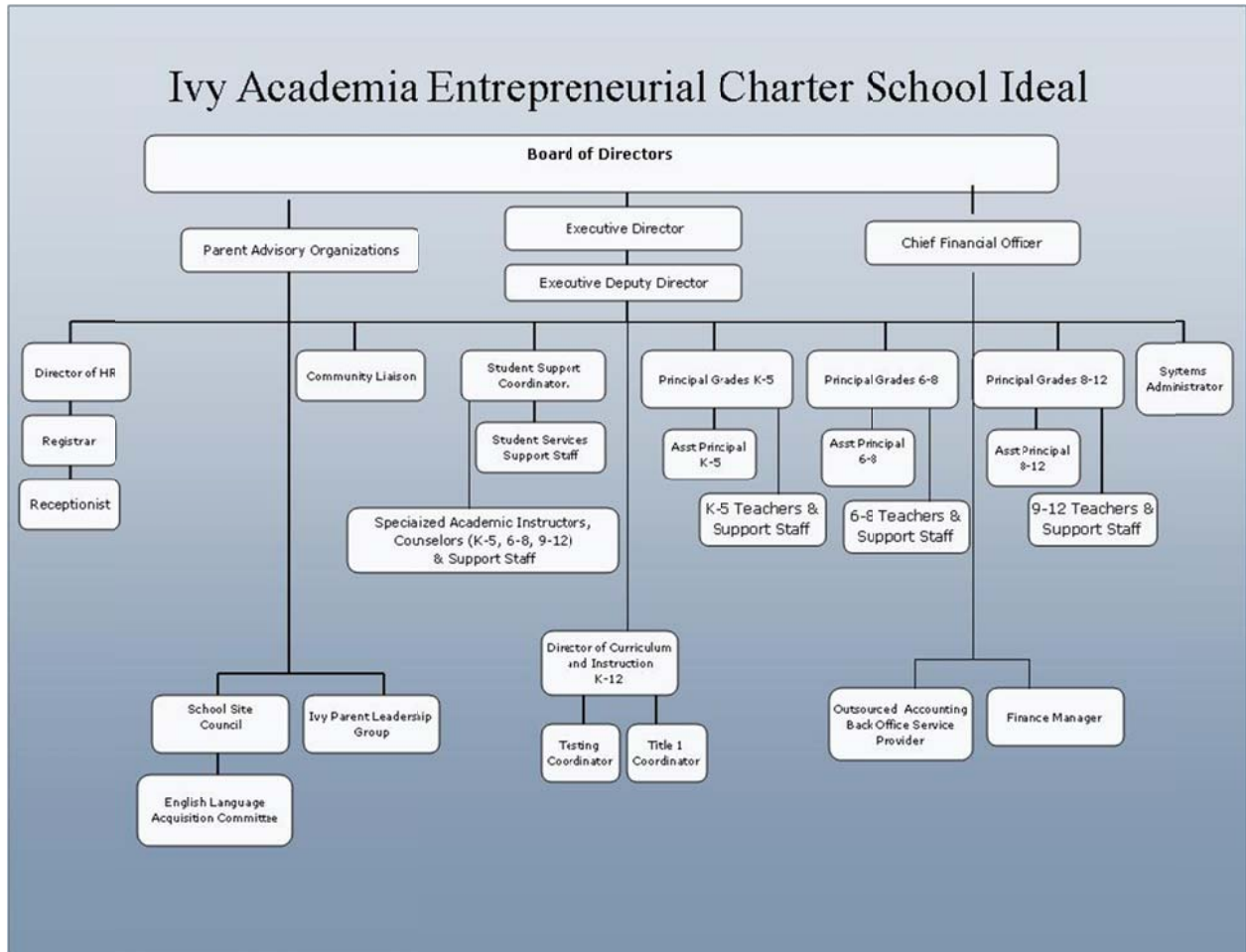


Diagram 6.2- Ivy Organizational Chart by end of charter term





## **G. EXECUTIVE BRANCH**

The executive branch is responsible for the day-to-day management and operation of the charter.

- 1) Executive Director, Dr. Caroline Neuhaus Wesley, reports to the Board and is responsible for providing overall leadership and direction to Ivy in the fulfillment of the Board policies and priorities. Specific ED functions include but are not limited to directing Ivy's programmatic, organizational and financial plans and activities that further the school's mission and goals. The ED promotes the vision of the Board and is a nonvoting advisor to the Board. Through the use of the Board's policies and the Charter Document, the ED will implement the strategic goals and objectives using management skills including delegation of duties and overseeing the entire Charter School operation K-12.

The key areas of the ED's responsibilities include:

Academic, Fiscal Collaboration and Integrity, Leadership, Organizational and Human Resource Management, Parent and Community, External Relations

- 2) Senior Advisor to the Board, Carl W. Raggio, reports to the Board and is responsible for:
  1. Strategically and tactically oversee the financial requirements of Ivy as it pertains to the structure, cash flow and borrowing needs of the School which may vary from time to time;
  2. Legal skills and knowledge of issues surrounding the lawsuit involving Proposition 39 which is being prosecuted against Los Angeles Unified School District and filed in 2009;
  3. Complete the annual Prop 39 application for school space;
  4. Commercial real estate skills necessary to ensure Ivy has adequate and sufficient space for its current and future needs.
  5. Provide the Executive Director and her designees coaching on building a strong management team.
  6. Provide strategic guidance to the board pertaining to the Charter and Public school environment.
- 3) Director of Human Resources, Darlene Avalos, reports to Executive Director and is responsible for all aspects of Human Resources to include hiring, release, credentials, compliance issues, benefits and complaints.
- 4) Business Manager, Marina Pilyavskaya, reports to the Executive Director and is responsible preparing accounts payable, financial reports and coordination through an agreement with CharterWorks, an outsourced back office provider.
- 5) Coordinator of Student Support Services, William Macdonald, reports to Executive Director and is responsible for Special Education, 504, Title I and Positive Behavior Support

- 6) Community Liaison, Julie Troletti, reports to the Executive Director and is responsible for all areas of fundraising, community outreach, school/community communications, and parent involvement.
- 7) Systems Administrator, Richie Suarez, reports to the Executive Director and is responsible for all computer technology infrastructures, hardware, software including server maintenance.

## **H. SCHOOL ADMINISTRATION**

- 8) Principal K-7, Jennifer Lyons-Urbach, reports to the Executive Director, and is responsible for instruction and operations in grades K-7 and the sites.
- 9) Principal 8-12, Steven Thompson, reports to the Executive Director, and is responsible for instruction and
- 10) Assistant Principal 3-7, Tina Butler, reports to the Principal K-7 and is responsible for supporting the instruction and operations at the site and managing student discipline.
- 11) Assistant Principal 8-12, Kathy Pino, reports to the Principal 8-12 and is responsible for supporting the instruction and operations at the site and managing student discipline.
- 12) Site Supervisor, Maria Gennaro, reports to the Principal K-7 and is responsible for supporting the instruction and operations at the site and managing student discipline.

### **1. Grievance Procedure for Parents and Students**

Ivy Academia's Senior Management will designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and Section 504 of the Rehabilitation Act of 1973 (Section 504) including any investigation of any complaint filed with Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Charter School will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

Ivy Academia's Board will adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action, which would be prohibited by Title IX, or Section 504.

Ivy Academia will implement specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the recipient, that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner.

## **2. LAUSD Charter Policy**

Ivy Academia will comply with the District policy related to charter schools, as it may be changed from time to time after notice and reasonable opportunity for input from the Charter School Collaborative.

## **3. Responding to Inquiries**

Ivy Academia and/or its nonprofit corporation shall promptly respond to all inquiries, including but not limited to, inquiries regarding financial records, from the District and shall consult with the District regarding any inquiries. Ivy Academia and/or its nonprofit corporation acknowledges that it is subject to audit by LAUSD including, without limitation, audit by the District Office of the Inspector General.

If an allegation of waste, fraud or abuse related to the Charter School operations is received by the District; the Charter School shall be expected to cooperate with any investigation undertaken by the District and/or the Office of the Inspector General, Investigations Unit.

## **4. Notifications**

Notification is to be made to the Charter Schools Division in writing of any notices of workplace hazards, investigations by outside regulatory agencies, lawsuits, or other formal complaints, within one week of receipt of such notices by Ivy Academia.

# **I. PARENT INVOLVEMENT**

At Ivy Academia we recognize that parents are entrusting us with the tremendous responsibility of educating and facilitating the maturational process of their children. We also recognize that parents are a big part of successfully accomplishing this goal. We see parents as assets to our school community and as such will seek to develop working partnerships by both inviting parents to us and by going to them. They will continue to play a major role in the Charter School's evolving governance structure. The Charter School Board includes parents as Board representatives. The parents also host the Ivy Parent Leadership Group who supports activities and advocates for parents. The Charter School will host Parent Education courses throughout the school year as well as including parents on advisory committees to include but not limited to School Site Council and English Language Acquisition Committee.

### **School Site Council (SSC)**

The School Site Council (SSC) meetings are held at least four times annually. The SSC meetings shall be in accordance with the Brown Act. SSC is composed of ten members representing all the stakeholders which include: one administrator, three teachers, one classified employee, and five parents, all nominated and elected by those groups they represent. The SSC at Ivy Academia is the vehicle through which the school community comes together to chart the school's plan for improvement. The goal of the SSC at Ivy Academia is to ensure that the school is continually engaged in identifying and implementing curriculum and

instructional practices that result in both strengthening the core academic program and guaranteeing student access to and success in that program.

The three main responsibilities of the SSC are as follows:

- Develop the school plan and categorical budget annually and recommend to Board of Directors Review implementation of plan and periodically assess effectiveness
- Annually review plan, establish categorical budget and make modifications to the plan

The SSC has been working to improve its function by engaging in pertinent discussions about API and AYP scores, academic achievement for all students, safe and drug free schools, reading interventions for underperforming students, and daily and on-time attendance. Supporting and maintaining a school wide focus on language arts, ELD, math, science and social science standards and instruction is also a key function of SSC.

### **English Language Advisory Council (ELAC)**

The English Language Advisory Council (ELAC) meets four times per year. The ELAC meetings shall be in accordance with the Brown Act. ELAC is composed of the English Language Coordinator and parents of English Learners. Leadership positions in ELAC are determined by group consensus and not by election. Translation occurs in English and Russian. The purpose of ELAC is to provide parents of English learners the opportunity to:

1. Participate in the school's needs assessments of students, parents and teachers.
2. Advise the principals and school staff on the school's program for English Learners.
3. Provide input on the most effective ways to ensure regular school attendance.
4. Advise the school on the annual language census (R-30 Form).
5. Advise the School Site Council on the development of the School Improvement Plan.

*Ongoing School-Home Links.* In accordance with the Ivy Academia ideals, we recognize that strong relationships between school and home depend on mutual respect, trust, and communication. The best way to build such relationships is by fostering dialogue to assure that parents understand and support the fundamental mission and vision of the Charter School, and to help school staff understand the needs, wishes, values, and culture of parents and students. Every site administrator and member of the Leadership Team will serve as facilitators of this process. School-home bridge-building activities may include:

- Orientation for new families to clarify the mission and vision of the Charter School, the educational approach and expectations for parent participation, and a description of volunteer opportunities;
- Parent meetings to solicit input on major school decisions and feedback on ongoing operations;
- Amendment of the Charter School's parent handbook;
- Invitation of parents to committee meetings and school functions;

- Inclusion of parents in assessment process, and in learning exhibitions;
- Training in how the Charter School's assessment process works, including parents' roles in it;
- Inclusion of parents in instruction, as appropriate;
- Regular communication between parents and advisors;
- Workshops to help parents support their children's education;
- College, career, and academic counseling for every parent and student; and
- School celebrations.

## **J. *TEACHER INVOLVEMENT***

Ivy Academia views teachers as the experts in curriculum and instruction. As the primary executors of the Charter School's educational program, they are the day-to-day stewards of the Charter School's mission and vision. Their voices will be heard as authoritative in matters related to curriculum, instruction, and student achievement, and as having weight in all areas of school decision-making. Teachers will confer among themselves and with administrators to discuss concerns, student progress, student needs, professional development plans, long-range school plans, and other governance issues.

## **K. *STUDENT INVOLVEMENT***

Students' voices are respected in school decisions, and their expertise about their needs and interests is acknowledged and valued. Student opinion regarding the effectiveness of instructional styles in meeting their learning needs is integral to curricular design. The Charter School has a duty to be responsive to all students' needs and interests, so long as they are consistent with the Charter School's mission and vision. With this participatory role in decision-making comes responsibility: students have a duty to become informed about issues on which they are asked to help make decisions. Student governance representatives have a special charge to assure that pertinent information is communicated to students, and that they are diligent in assuring that their communiqués in committee reflect the diversity of ideas and perspectives present among students. There is a Student Government Association at grades 3-5, 6-8 and 9-12.

## **L. *COMMUNITY INVOLVEMENT***

Ivy Academia is actively involved in community life. Students get to know the resources, cultural assets, and needs of the community through observation, inquiry, and participation in community-based activities. Students communicate with diverse area residents, workers, and other area stakeholders. Students choose issues on which to focus in their community service-learning projects.

The Charter School is an integral part of the local community. Ivy Academia is focused on providing Community Service activities for our students to engage and interact with our community at large. Each of our sites sponsors a Career Day bringing in community partnership to present and share their entrepreneurial perspective. Our National Honor Society, for example, has been exceedingly active in providing food for the West Valley Food Pantry, financial donations to the Children's Hospital of Los Angeles, service to the Tree People, service for the Malibu Creek State Park Clean-Up, and donations to Toys for Tots. The Student Government Association provided financial donations to the Pennies for Patients Program for the Leukemia and Lymphoma Society. Ivy Academia participates in a Reverse Treat or Treat Program where the students collect candy and donate it to the Children's Hospital of Los Angeles, Blood Drives through the American Red Cross, Operation Gratitude, Be Kind to Animals Week with donations to local shelters, Project ECHO through the UCLA Anderson School of Business, and National Entrepreneurial Convention. One student received a grant to produce a documentary on an elder care community inspired by our annual Grandparents and Grand friends activities. Throughout the year, the students participate in Mix It Up Day (Tolerance), Pink Shirt Day (Anti-bullying), Denim Day (Sexual Assault Awareness, 9-12), and Day of Silence (Holocaust Awareness). Our students tend to our gardens, serve as Playground Peacemakers and Peer Counselors, attend the Reel Science Series at California Technical Institute, Drummin' Up Peace Assembly by Kaiser Permanente, Safe Moves City by the City of Los Angeles and the Violence Free Teens Conference supported by Peace Over Violence.

Students and teachers will learn about the staff and work of local community organizations to find shared connections in their work and activities. Ivy Academia will look for ways area businesses and organizations might collaborate to enhance the Charter School's mission and vision, and assure that the Charter School is a good neighbor. Community members with expertise or experience related to students' academic, civic, or personal development work with students, teachers, and sometimes parents to enhance the Charter School's ability to meet its learning outcomes. This is happening through guest speaker visits, and guest facilitator visits as students work on particular projects, community mentoring, professional development with teachers and workshops with parents.

## ELEMENT 5 - EMPLOYEE QUALIFICATIONS

*Governing Law: The qualifications to be met by individuals to be employed by the School -- California Education Code Section 47605(b)(5)(E)*

Ivy Academia believes that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against qualified applicants or employees on the basis of race, color, religion, sex, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

Ivy Academia has established the following employee qualifications to ensure a high-quality education program, and the health, and safety of the Charter School's faculty, staff, and pupils.

Employee salaries and benefits are commensurate with charter schools across California.

### **M. ADMINISTRATOR QUALIFICATIONS**

Administrators (including: Executive Director, Deputy Executive Director, Coordinator of Student Support Services, Chief Financial Officer, , Director of Human Resources, and Principals) of Ivy Academia should possess leadership abilities, a comprehensive educational vision that is consistent with the Charter School's mission and educational program, a global frame of reference, skill in hiring and supervising excellent teachers, technological and data analysis experience, and, if possible, business and legal experience.

#### **Executive Director**

The Executive Director (ED) is responsible for providing overall leadership and direction to Ivy in the fulfillment of the Board policies and priorities. Specific ED functions include but are not limited to directing Ivy's programmatic, organizational and financial plans and activities that further the school's mission and goals. The ED promotes the vision of the Board and is a nonvoting advisor to the Board and reports directly to the Board.

The key areas of the ED's responsibilities include:

Academic, Fiscal Collaboration and Integrity, Leadership, Organizational and Human Resource Management, Parent and Community, External Relations

#### Qualifications

1. Education
  - a. No less than an earned Master's degree from an accredited college or university.
  - b. Valid California Administrative Services Credential with Tier 2 Clearance.
  - c. Valid California Teaching Credential.
2. Knowledge of:
  - a. State of California Laws and Regulations for Public Schools.
  - b. California Charter School Laws and Regulations.
  - c. Budget Development and Management.

3. Experience Required:
  - a. At least ten school years of successful full-time service in a public or private school certificated position(s).
  - b. At least five years of service in an administrative position, to include Assistant Principal, Principal or Executive Director.
4. Desirable
  - a. Experience working in a leadership position in a charter school.
  - b. Knowledge or experience in financing, banking and fundraising.
  - c. Bilingual

### **Senior Advisor to the Board**

#### Responsibilities

1. Strategically and tactically oversee the financial requirements of Ivy as it pertains to the structure, cash flow and borrowing needs of the School which may vary from time to time;
2. Legal skills and knowledge of issues surrounding the lawsuit involving Proposition 39 which is being prosecuted against Los Angeles Unified School District and filed in 2009;
3. Complete the annual Prop 39 application for school space;
4. Commercial real estate skills necessary to ensure Ivy has adequate and sufficient space for its current and future needs.
5. Provide the Executive Director and her designees coaching on building a strong management team.
6. Provide strategic guidance to the board pertaining to the Charter and Public school environment.

#### Qualifications:

This position is part of executive management and the candidate should have the minimum qualifications:

1. A minimum of an undergraduate degree or no less than 10 years of financial experience;
2. Ten years of executive management experience;
3. Five years of practiced knowledge of financial statements, financial statement reporting, cash flow analysis and debt financing;
4. Ten years of experience in preparing and implementing strategic plans;
5. Deep understanding of commercial real estate, laws for the same and negotiating and consummating transactions relative to the same;
6. Corporate coaching skills such as developing senior executives for future growth and strategic decision making;

### **Deputy Executive Director**

The Deputy Executive Director (DED) works with principals and vice principals in creating, refining, and implementing our academic policies and practices. The DED will oversee all areas of vision fulfillment and day to day operations, with the exception of areas that fall under the CFO. The DED will be responsible for the school's compliance on all matters affecting students and will work with Director of Human Resources to ensure that Ivy is staffed by highly qualified teachers and staff. In addition, the DED will assume the responsibilities as the Secretary to the Board of Directors and all that this position entails. The DED will report directly to the Executive Director.



**Essential Duties and Responsibilities:***Mission*

1. Understand and promote the charter's mission, purposes and objectives to parents, staff, board members, and community.
2. Builds shared vision among all stakeholders, focusing on the program's mission and identity.

*Leadership*

1. Provides dynamic leadership to create positive and productive climates so learning can take place in safe and meaningful ways for students with a wide range of ability levels and interests.
2. Fosters a participatory, shared-management organizational environment. Leads and facilitates effective group process and decision-making practices. Integrates principles of teaching and learning with organizational development strategies.
3. Establishes an effective charter administrative organization with clear lines of responsibility and the necessary delegation of authority.
4. Fosters a climate of innovation and collaborative creative problem solving with charter personnel, students, parents, and community.
5. Provides leadership in designing, implementing, and evaluating major programs and activities to bring about needed change and higher performance.
6. Provides leadership to the staff in determining instructional objectives and identifying charter needs as the basis for developing long- and short-range plans for the charter.

*Programs and Authority*

1. Assists the Executive Director whose role is to continuously develop and expand the educational goals and programs, and inform the Board of status, progress, and implementation.
3. Attend and participate in meetings and closed sessions of the Board as necessary except when own employment conditions or evaluations are being considered.
4. Serve as professional advisor to the Executive Director keeping him/her fully informed on all programs, practices, issues and problems of the charter school; provide him/her with all information and data for decision making. When recommendations are requested or offered, the Deputy Executive Director will provide rationale for the recommendation.
6. Make administrative decisions necessary for the proper functioning of the charter school and in emergency situations not covered by Board policy. Included in this is the authority to sign on behalf of the School all contracts necessary for the continuing operating success of the same, subject to approval by the Executive Director. Any contract in excess of \$125,000 or duration longer than three years requires Board approval and, upon approval of such, signing authority may be delegated to the Deputy Executive Director via the Executive Director.

7. Secure legal interpretations on all issues pertaining to charter and the operation of the charter after consultation with the Executive Director.
8. Assist the Executive Director in representing the Charter in all governmental, regulatory and professional relationships. May delegate or send a representative to meetings with the knowledge that final responsibility for action taken lies with the Executive Director.
9. Direct, administer and supervise all departments of the charter school and all staff members, providing them with direction as may be necessary. Evaluate personnel that report directly to the Deputy Executive Director.
11. Subject to the approval of the Executive Director, shall establish procedures for the purchase of books, materials, and supplies. Prior to any departure from the budget, shall provide explanation of any departure from established procedure or the expenditure of substantial sums.
12. Direct the selection, employment, assignment, duties, evaluation, and transfer of all personnel who directly or indirectly report to the same, and make all decisions for retention, discipline, or dismissal of employees, supported by accurate and adequate records.
13. Direct the preparation of reports showing objectives, plans, programs, educational accomplishments, financial status and physical condition of the charter, and make recommendations for improvement.
14. Direct timely revision of curriculum guides, courses of study, selection of texts and materials, and recommend their adoption to the Board.
15. Maintain good working relationships with the total staff, directing and implementing lines of communication with employees.
16. Assist the Executive Director in supervising the use of charter properties.
17. Oversee the processing and submission of required state and federal reports. Direct the maintenance of all records that are required by law and Board policy.
18. Visit programs on a regular basis to observe the climate and program operations.

*Other Related Duties:*

1. Keep the public informed of educational trends, practices and problems by a program of public relations designed to promote a cooperative working relationship between charter and the community.
2. Attend meetings of community lay people and confer with other professionals about the charter program and provide suggestions to the Board from these groups.
3. Act as Emergency Services support to the Executive Director in emergencies.
4. Participate in available training to meet new safety and/or technology standards.

5. Perform other related duties as may be assigned by the Board and/or the Executive Director.

### **Chief Financial Officer**

The Chief Financial Officer (CFO) is responsible for all oversight and communication pertaining to our back office support. The CFO will coordinate the transfer of new vendors and the release of obsolete vendors with back office support and relay all information as necessary. The CFO will have up to date information regarding current and future budgets, impending budgetary changes, and any other financial information that would affect the school. In addition, the CFO will be responsible for all written and oral communication relating to financial aspects of Ivy. The CFO will report directly to the Board of Directors.

### **QUALIFICATIONS**

#### **• Experience, Competencies and Education**

An experienced leader and financial executive with appropriate industry experience, preferably in the software field. An energetic, forward-thinking and creative individual with high ethical standards and an appropriate professional image. A strategic visionary with sound technical skills, analytical ability, good judgment and strong operational focus. A well organized and self-directed individual who is "politically savvy" and a team player. An intelligent and articulate individual who can relate to people at all levels of an organization and possesses excellent communication skills. A good educator who is trustworthy and willing to share information and serve as a mentor. An excellent negotiator who is experienced in contracts. A decisive individual who possesses a "big picture" perspective and is well versed in systems.

Masters degree (MA) Or equivalent; or ten to fifteen years related experience and/or training; or equivalent combination of education and experience.

#### **• Language Skills**

Ability to read, analyze, and interpret the most complex documents. Ability to respond effectively to the most sensitive inquiries or complaints. Ability to make effective and persuasive speeches and presentations on controversial or complex topics to the Board and outside investors.

### **ACCOUNTABILITIES AND MEASURES**

- Operating expense budget of funds
- Headcount
- Corporate revenue
- Corporate operating income
- Market capitalization

**ESSENTIAL DUTIES AND RESPONSIBILITIES**

- Plan, develop, organize, implement, direct and evaluate the schools fiscal function and performance.
- Participate in the development of the schools plans and programs as a strategic partner.
- Evaluate and advise on the impact of long range planning, introduction of new programs/strategies and regulatory action.
- Develop credibility for the finance group by providing timely and accurate analysis of budgets, financial reports and financial trends in order to assist the Executive Director and the Board and other senior executives in performing their responsibilities.
- Enhance and/or develop, implement and enforce policies and procedures of the school by way of systems that will improve the overall operation and effectiveness of the school.
- Establish credibility throughout the school and with the Board as an effective developer of solutions to business challenges.
- Provide technical financial advice and knowledge to others within the financial discipline.
- Continual improvement of the budgeting process through education of department managers on financial issues impacting their budgets.
- Provide strategic financial input and leadership on decision making issues affecting the school (i.e., evaluation of potential sales/receivables).
- Optimize the handling of bank and deposit relationships and initiate appropriate strategies to enhance cash position.
- Develop a reliable cash flow projection process and reporting mechanism which includes minimum cash threshold to meet operating needs.
- Be an advisor from the financial perspective on any contracts into which the school may enter.
- Evaluation of the finance division structure and team plan for continual improvement of the efficiency and effectiveness of the group as well as providing individuals with professional and personal growth with emphasis on opportunities (where possible) of individuals.

**Director of Human Resource****Responsibilities**

- Administer compensation, benefits and performance management systems, and safety and recreation programs
- Identify staff vacancies: recruit and verify necessary credentials of applicants, as applies to vacant positions
- Allocate human resources, ensuring appropriate matches between personnel.
- Perform difficult staffing duties, including dealing with understaffing, refereeing disputes, terminating employees, and administering disciplinary procedures within the Business Office
- Advise managers on organizational policy matters such as equal employment opportunity and sexual harassment, and recommend needed changes.
- Analyze training needs to design employee development, language training and health and safety programs.
- Maintain all personnel records and compile statistical reports concerning personnel-related data such as hires, transfers, performance appraisals, and absenteeism rates.
- Plan, organize, direct, control or coordinate the personnel, training, or labor relations activities of an organization.

**Qualifications**

Bachelor's Degree or Work Equivalent

3-5 years successful experience in Human Resource Management

3-5 years successful experience in management

**Principal****Responsibilities**

- Purpose: To serve as the chief administrator of a school in developing and implementing policies, programs, curriculum activities, and budgets in a manner that promotes the educational development of each student and the professional development of each staff member.
- General Planning: conceptualizes the broad goals of the school and plans accordingly to ensure that procedures and schedules are implemented to carry out the total school program.
- General Coordination: ensures that the school program is compatible with the legal, financial and organizational structure of the school system. The principal defines the responsibilities and accountability of staff members and develops plans for interpreting the school program to the community.
- Enhancement of Personnel Skills: provides activities which facilitate the professional growth of the school staff and enhance the quality of the instructional program.
- School Objectives: identifies the annual objectives for the instructional, extracurricular, and athletic programs of the school.
- Curriculum Objectives: ensures that instructional objectives for a given subject and/or classroom are developed, and involves the faculty and others in the development of specific curricular objectives to meet the needs of the school program. The principal

provides opportunities for staff participation in the school program.

- Establishes Formal Work Relationships: evaluates student progress in the instructional program by means that include the maintaining of up-to-date student data. The principal supervises and appraises the performance of the school staff.
- Facilitates Organizational Efficiency: maintains inter-school system communication and seeks assistance from central office staff to improve performance. The principal maintains good relationships with students, staff, and parents. The principal complies with established lines of authority.
- New Staff and Students: orients and assists new staff and new students and provides opportunities for their input in the school program.
- Community: encourages the use of community resources, cooperates with the community in the use of school facilities, interprets the school program for the community, and maintains communication with community members.
- Supplies and Equipment: manages, directs, and maintains records on the materials, supplies and equipment which are necessary to carry out the daily school routine. The principal involves the staff in determining priorities for instructional purposes.
- Services: organizes, oversee, and provides support to the various services, supplies, material, and equipment provided to carry out the school program. The principal makes use of community resources.

#### Qualifications

##### Credentials and Experience:

- Hold a valid California Administrative Services Credential
- Have at least 3 years of successful experience as a teacher. A minimum of 3 years of successful experience as an administrator at the secondary level preferred.

## **N. TEACHER QUALIFICATIONS**

Core, college prep teachers must hold a Bachelors Degree from a degree granting institution, and a valid authorization from the California Commission on Teacher Credentialing (“CCTC”) to serve as a California Credentialed teacher (Commission on Teacher Credentialing certificated, permit, or other document equivalent to that which a teacher in other public schools would be required to hold in accordance with the requirements of Education Code Section 47605(l).

Ivy Academia shall maintain current copies of all teacher credentials and ensure that they are readily available for inspection.

All Ivy Academia core, college prep teachers shall also meet the highly qualified requirements of the No Child Left Behind Act. Accordingly, a teacher of core subjects (Language Arts/English, Mathematics, Science, Social Science or A-G requirements or AP academic subjects must have:

- (1) a bachelor’s degree;
- (2) a State credential or have an Intern Certificate/Credential for no more than three years while actively working toward completion of their State credential, and

- (3) demonstrated core academic subject matter competence. Demonstrated core academic subject area competence for all grades by completing a CCTC's approved subject matter exam, coursework advanced certification or by completing the California High Objective Uniform State Standard of Education ("HOUSSE").

Middle school teachers teaching in multiple subjects are subject to the same requirements. Middle School teachers in specific subject matter areas are held to the Middle/High school requirements of the NCLB:

- 1) Have passed a CCTC approved subject matter examination in core subject being taught;
- 2) Complete a coursework option such as:
  - a. a CCTC approved subject matter program in core subject being taught;
  - b. a major in core subject being taught
  - c. a major equivalent (32 semester units) in core subject being taught or
  - d. possess a graduate degree in the core academic subject area
- 3) National Board certification in the core academic subject taught
- 4) Have completed the California HOUSSE in core subject being taught

Ivy Academia has provided ongoing training to its teachers and teaching assistants to ensure full understanding of NCLB requirements and compliance timelines.

Teachers of special education students are required to have a California Preliminary or Clear Education Specialist Instruction credentials and/or licenses, with an authorized subject of mild/moderate disabilities OR have an Intern Certificate/Credential for no more than three years while actively working toward completion of their State credential. Teachers of special education students are preferred if they hold Autism Certification.

The following are additional qualifications for all teachers:

- Evidence of educational experience after college (desired)
- Evidence of successful classroom teaching experience
- Positive references from the most recent place of employment, college, or graduate school
- A willingness to be a generalist teacher when needed
- A willingness to take responsibility and exercise leadership for the Charter School as a whole
- Team-player
- Ability to effectively communicate with all stakeholders.

**O. TEACHER RESPONSIBILITIES**

Provides an educational program for pupils in Kindergarten to 12<sup>th</sup> grade, or a combination thereof, and assists in other school programs as assigned.

**MAJOR DUTIES AND RESPONSIBILITIES**

A. Instruct students in subject matter by planning standards based instruction, incorporating state and entrepreneurial standards, technology, designing learning experiences for all students.

B. Instructs pupils in citizenship, basic communication skills, and other general elements of the course of study specified in state law.

C. Use depth and complexity icons and other strategies to differentiate instruction; incorporate various levels of Bloom's taxonomy to promote a higher level of thinking.

D. Effectively assess the instructional and educational needs of students, develop and implement a sound instructional program.

E. Maintain appropriate standards for pupil behavior, using behavioral management strategies and techniques. Participate in interdisciplinary planning and teaching with consistency and commitment.

F. Evaluate and communicate pupils' academic and social growth with parents, keeps appropriate records, prepares progress reports, and communicates with parents on the individual pupils' progress.

G. Identifies pupil needs and cooperates with other professional staff members in assessing and assisting pupils to solve health, behavioral and learning problems.

H. Creates with assistance from pupils a functional and attractive environment for learning through displays, bulletin boards and interest centers.

I. Work with families, colleagues and community member to improve professional practice.

J. Performs basic attendance accounting and business services as required.

**OTHER DUTIES AND RESPONSIBILITIES**

A. Selects and requisitions books, instructional aids and instructional supplies, and maintains required inventory records.

B. Insures a comfortable room environment through control of heating, lighting and ventilation to the extent possible.

C. Supervises pupils in out-of-classroom activities during the assigned working day.



## **P. NON-INSTRUCTIONAL STAFF QUALIFICATIONS**

Our staff will ideally have a wide range of skills and leadership qualities, teaching and administrative experience, cultural and ethnic backgrounds, and be as reflective of the Los Angeles community as possible. It is equally important that staff members are committed to the charter school mission and environment. Other relevant qualifications include evidence of the exercise of leadership, an ability to work effectively as a member of a team, familiarity with innovative instructional strategies and differentiated instructional techniques, interest in entrepreneurialism, interest or experience in technology, strong written and verbal communication skills, experience in peer mediation and alternative dispute resolution techniques, administrative skills, and an interest in seeking productive collegial interaction and professional growth for themselves.

### Office Manager

#### Responsibilities

- Manages ADP payroll system at campus level, prints all hourly timesheets for signature, tracks all teachers and staff absences in payroll system, submits payroll on designated days to the Business Office.
- Assembles all outgoing inter office and US mail.
- Attends to students requiring first aid, contacting parent(s) on an as needed basis.
- Print and mail report cards, deficiency notices, progress reports, SART/SARB letters as noted on the school calendar.
- Submit computer/technology tickets to the Systems Administrator on an as needed basis. Act as a site liaison between the Systems Administrator and De Soto Staff.
- Prepare all certificates for all awards assemblies, culminations, special events, etc. as requested.
- Answers telephones, communicate with all other sites personnel, update PowerSchool as necessary and required, and responds to routine inquiries (i.e. school calendar, website)
- Controls all information regarding Early Student releases, Student tardy binder (middle school only), Student work Permit requests, parent volunteers log (also input in PowerSchool) confidential interview log, visitor log, etc.
- Composes and displays documents (i.e. correspondence, agendas, minutes, bulletins, reports) for the purpose of communicating information to school, parents, the public, and/or other agencies.
- Evaluates situations (i.e. involving other staff, students, parents, and the public) for the purpose of taking appropriate action and/or directing to appropriate personnel for resolution.
- Maintains regular and appropriate attendance and is on time for assignment(s) for the purpose of meeting the needs of the students and the administrators.

- Monitors assigned activities and/or program components (i.e. time sheets, attendance, critical timelines, etc.) for the purpose of ensuring compliance, accuracy and submission with administrative requirements.
- Monitor grade-level specific requirements (i.e. immunizations, health factors, promotion/culmination activities, field trips, assemblies)
- Processes documents and materials (e.g. agendas, mail) for the purpose of disseminating information to appropriate parties.
- Responds to inquiries of staff, the public, parents and/or students for the purpose of providing information and/or direction as may be required.
- Attends meetings as assigned for the purpose of conveying and/or gathering information required to perform functions.
- Assists other personnel as may be required for the purpose of supporting them in the completion of their work activities.
- Collects and processes funds (i.e. student body, special projects) for the purpose of processing within the guidelines of the school.
- Oversee work assignments of others (volunteers) for the purpose of providing orientation to their job assignments.
- Maintain an inventory of monthly office supplies and re-order as needed.
- File as necessary and as requested.

#### Qualifications

High School Diploma  
Some college preferred  
Excellent oral and written communication skills  
Takes initiative

#### Paraprofessional Responsibilities

- Classroom teacher will assign duties in order to coordinate instructional efforts.
- Coordinate with classroom teacher in regard to bulletin board displays, exhibits, equipment, and demonstrations.
- Present subject matter to students under the direction and guidance of teachers, using lectures, discussions, or supervised role-playing methods.
- Tutor and assist students individually or in small groups in order to reinforce learning concepts presented by teachers.
- Supervise students in halls, school yards, and gymnasiums or on field trips.
- Enforce administration policies and rules governing students.
- Assist teacher in grading homework and tests, and compute and record results, using answer sheets or electronic marking devices.

- Observe students' performance, and record relevant data to assess progress.
- Assist in the organization and supervision of games and other recreational activities to promote physical, mental, and social development.
- Assist in planning, preparing and developing various teaching aids such as bibliographies, charts, and graphs.
- Attend staff meetings, and serve on committees as required.
- Assist students with hardware and software use.
- Assist the classroom teacher with the use of computers, audiovisual aids, and other equipment and materials to supplement presentations.
- Position may require employee to work 1:1 with a student if indicated in the student's IEP.
- Performs related duties as assigned or required within the Student Services Department.

#### Qualifications

High School Diploma or have passed the General Education Development Test and received a California High School Equivalency Certificate

#### Process for Staff Selection/Procedure to Be Used For Adequate Background Checks

To best meet the students' and families' needs and the Charter School's mission, employee recruitment will seek to create a bilingual, multicultural staff. All staff is expected to be sensitive to the linguistic and cultural needs of students, and to participate in staff development to enhance their skills in this area. Ivy Academia instructional staff must have experience and a thorough understanding of elementary and/or adolescent education.

Ivy Academia complies with Education Code Sections 44237 and 45125.1 regarding the requirement to fingerprint and obtain background clearance before employment of staff and/or allowing an independent contractor on campus who may come into contact with pupils. In addition, prior to employment each employee must furnish an up-to-date Mantoux Tuberculosis (TB) test result, and a completed I9 form establishing legal employment status. The Director of Human Resources will monitor and be responsible for maintaining records of medical and criminal investigation clearances, according to California and Federal laws, for all Ivy Academia employees.

Documentation of NCLB and State law compliance regarding credentials are monitored by the Charter School's Director of Human Resources and documentation is kept at the Business Office and is subject to inspection by the Los Angeles Unified School District.

Ivy Academia Personnel Handbook also reflects our ideals of promoting Academic Excellence, Teamwork, and Personal Growth. We are committed to the following in hiring and supporting our staff:

- Expectations will be clearly communicated
- All staff will be supported in developing job-related performance and personal goals
- Ivy Academia will support professional development of all staff
- Ivy Academia will support staff in developing their unique talents and contributions to our community
- Consistent, deeply considered and regular evaluation process will provide meaningful feedback to staff members relative to job performance in light of the Charter School's mission and vision and state laws.
- Staff will be supported in an ongoing self-evaluation process
- Employees performing below expectation will receive conferencing and be closely supported in corrective measures as appropriate
- We recognize the value of multiple viewpoints and all staff will be supported in participating in respectful dialogue to sustain a cooperative and supportive working environment.

#### **Staff Recruitment – Selection of Certificated and Support Staff**

The purpose of staff recruitment and selection is to provide for consistent selection of persons who complement the Ivy Academia community of learning, particular talents, expertise and varied backgrounds.

Ivy Academia is dedicated to excellence, a key to which is the selection of well-trained individuals who can exert every effort to raise standards, to improve service, to promote a climate in which the exercise of sound personal and professional judgment is encouraged, and to achieve conditions, which attract persons worthy of trust to careers in education.

When a position comes available, a job announcement is generated with information in regard to title, job description, experience or education, conditions of employment, and qualification. The job announcement is posted in house, then outside or both simultaneously. When posting outside of the school, we post open positions on the Edjoin website. If necessary, we make contact with colleges and universities including CSUN, LMU, Pepperdine, USC and Cal Lutheran advertising for teachers. We also make contact with local community colleges to fill classified positions. We find that word of mouth recruiting, including parents and current staff, has been successful because of the positive feelings they have about Ivy Academia.

The process for all open positions includes paper screening by administrators at a minimum for non-instructional staff and by administrators, teachers, job-alikes, and when possible parents for instructional staff and by administrators, teachers, non-instructional staff, and parents for administrators. The paper screening reviews experience and/or education as it relates to the position, qualifications and letters of recommendation.

The next step is to set up an initial interview before a panel of standing employees, using provided questions and rating responses with a scale score of 1 to 5. For teachers, we then

invite back the top candidates during school hours to teach a demonstration lesson in a class observed by (an) administrator(s), teacher(s) and when available parent(s)

For those candidates who pass the initial interview and for teachers the demonstration lesson and are recommended for employment, references are contacted and verified. Teacher candidates who have been offered a position with Ivy Academia are invited to visit and observe classes, attend school activities, especially the year-end activities where they can meet students, parents and other staff. All new teachers are required to attend a new teacher orientation during the summer. We also request they attend any staff social events we may have after they sign an employment agreement.

The Executive Director retains the right to appoint employees to open positions.

## **Q. MEASURES OF ASSESSMENT OF PERFORMANCE**

The Charter School Board will evaluate the Executive Director and Senior Advisor to the Board. The Board and the Executive Director shall annually develop and agree upon performance goals and objectives that shall serve as the basis for an annual evaluation. Such goals and objectives shall be established no later than the September Board meeting for the school year beginning in the same. The Board shall evaluate the performance of the Executive Director at least once annually. This evaluation shall be based on the job description and agreed upon performance goals and objectives. The Board and the Executive Director shall also meet mid-year to give oral feedback to the Executive Director regarding his/her progress toward meeting the mutually agreed upon goals and objectives, and making any agreed upon modifications to those goals and objectives. The final evaluation will be finalized by the Board and Executive Director by May 1<sup>st</sup>.

The Executive Director will evaluate the Deputy Executive Director, Principals, Directors and Coordinators twice annually. The Executive Director has developed specific criteria using the California Standards for Educational Leaders for an evaluation based on job description, formal and informal evaluations of staff, achievement of job-related goals, self-evaluations and expectations of ideal fulfillment of their roles.

All certificated staff (teachers, counselors, psychologists) and classified staff (office staff, yard supervisors, custodians, paraprofessionals, enrichment teachers) will be evaluated a minimum of once annually by his/her immediate supervisor (Principal, Assistant Principal, Director, Coordinator). The performance of each employee will be evaluated annually. In addition, each employee will receive periodic performance reviews conducted by his or her immediate supervisor who will be identified within the first three months of the school year. The frequencies of performance evaluations may vary depending upon length of service, job position, past performance, changes in job duties, or recurring performance problems. Moreover, on a periodic basis, the employee's supervisor may review job performance with the employee in order to establish goals for future performance and to discuss the employee's current performance. Periodic employee performance evaluations may review factors such as the quality and quantity of the work performed, knowledge of the job, initiative, work attitude, and attitude toward others. The performance evaluations are intended to make employees aware of their progress, areas for improvement, and objectives or goals for future work performance. The School's evaluation system will in no way alter the employment at-will relationship. After each performance evaluation, the employee will be required to sign the evaluation report simply to

acknowledge that it has been presented, discussed by the supervisor, and that the employee is aware of its contents.

## **R. SALARIES AND BENEFITS FOR EMPLOYEES**

In an effort to retain its specialized, motivated and highly qualified personnel, Ivy Academia has established a benefits package that is comparable to the one offered by local public schools. The benefit package includes medical, dental and vision coverage, voluntary 403b retirement plan with Ivy Academia matching the first \$2,000 of each employee's contribution to their plans, a Basic Life and AD&D Insurance in the amount of \$20,000 for all full-time employees at no charge to the employee, and voluntary Term Life Insurance. In addition, Ivy Academia offers voluntary coverage with American Fidelity which includes Term Life Insurance, Cancer Insurance, Disability Insurance, Accident Only Insurance and Section 125 flexible benefit Plan. Ivy Academia also offers special salary increments for advanced degrees, department/grade-level chairpersons and coaching.

Ivy Academia has established clear professional growth opportunities for each employee. For example, a teacher can grow to become a mentor teacher. Mentor teachers are then able to become Assistant Principals and so on. Ivy Academia is committed to empowering teachers by enabling them to observe and teach one another. As Daniel Heller states in his book, *Teachers Wanted: Attracting and Retaining Good Teachers*, "When teachers are able to control their own professional development practices, a learning community of ongoing professional development and greater job satisfaction is created."

Ivy Academia Governing Board reviews the Charter School's benefits package annually.

## **ELEMENT 6 - HEALTH AND SAFETY**

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

Below, please find a summary of the health and safety policies of the Charter School:

### **S. PROCEDURES FOR BACKGROUND CHECKS**

Employees and contractors of the Charter School will be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. No prospective employee will commence employment prior to obtaining and verifying clearances. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Director of Human Resources of the Charter School shall monitor compliance with this policy and report to the Executive Director on a regular basis. The Executive Director shall monitor the fingerprinting and background clearance of the Director of Human Resources. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

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

All classified and certificated staff is designated as mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the District. Additionally, staff members are informed of child abuse policies and procedures as part of the hiring process, which includes the mandated on-line Recognize and Report Child Abuse Course to be completed within the first month of employment and annually thereafter.

### **U. TB TESTING**

The Charter School will follow the requirement of Education Code Section 49406 in requiring tuberculosis testing of all employees and volunteers working in direct contact with students.

### **V. IMMUNIZATIONS**

The Charter School will require that all enrolling students provide documentation of immunizations to the extent required for enrollment in non-charter public schools and shall adhere to all laws related to legally required immunizations for entering students pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations

Sections 6000-6075. All rising 7<sup>th</sup> grade students must be immunized with a pertussis (whooping cough) vaccine booster.

## **W. MEDICATION IN SCHOOL**

The Charter School will adhere to Education Code Section 49423 regarding administration of medication in school. The Charter School staff is responsible for overseeing the administration of medication to students attending the Charter School during regular school hours. It is imperative that practices followed in the administration of medication be carefully delineated to ensure the safety of our students and the legal protection of our employees. Any pupil who is required to take, during the regular school day, medication prescribed for him or her by a physician or surgeon may be assisted by designated school personnel or may carry and self-administer prescription auto-injectable epinephrine if the Charter School receives the appropriate written statements.

In order for a pupil to carry and self-administer prescription auto-injectable epinephrine, the Charter School shall obtain both a written statement from the physician or surgeon detailing the name of the medication, method, amount, and time schedules by which the medication is to be taken, and confirming that the pupil is able to self-administer auto-injectable epinephrine, and a written statement from the parent, foster parent, or guardian of the pupil consenting to the self-administration, providing a release for the designated school personnel to consult with the health care provider of the pupil regarding any questions that may arise with regard to the medication, and releasing the Charter School and school personnel from civil liability if the self-administering pupil suffers an adverse reaction as a result of self-administering medication.

In order for a pupil to be assisted by designated school personnel, the Charter School shall obtain both a written statement from the physician detailing the name of the medication, method, amount, and time schedules by which the medication is to be taken and a written statement from the parent, foster parent, or guardian of the pupil indicating the desire that the Charter School assist the pupil in the matters set forth in the statement of the physician.

### *Guidelines:*

- The primary responsibility for the administration of medication rests with the parent/guardian, student and medical professional.
- Medication shall be administered only during school hours if determined by a physician to be necessary.
- Designated staff shall keep records of medication administered at the Charter School.
- All medication will be kept in a secure and appropriate storage location and administered per physician's instructions by appropriately designated staff.
- Designated staff shall return all surplus medication to the parent/guardian upon completion of the regimen or prior to extended holidays.
- Designated staff shall establish emergency procedures for specific medical conditions that require an immediate response (i.e. allergies, asthma, and diabetes).
- The written statements specified in this policy shall be provided at least annually and more frequently if the medication, dosage, frequency of administration, or reason for administration changes.
- A pupil may be subject to disciplinary action if that pupil uses auto-injectable epinephrine in a manner other than as prescribed



## **X. VISION/HEARING/SCOLIOSIS**

The Charter School shall adhere to Education Code Section 49450 et. seq. as applicable to the grade levels served by the Charter School. The Charter School shall provide for the screening of pupils' vision and hearing and the screening of pupils for scoliosis to the same extent as would be required if the pupils attended a non-charter public school.

## **Y. DIABETES**

The Charter School 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 of methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

## **Z. BLOOD BORNE PATHOGENS**

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

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

All staff are mandated to complete the on-line Blood borne Pathogens course within the first month of employment and annually thereafter.

## **AA. DRUG FREE/SMOKE FREE ENVIRONMENT**

The Charter School shall maintain a drug and alcohol and smoke free environment Throughout the school year, the Charter School will host activities that promote a drug, alcohol and smoke free environment. These may include student assemblies, review of the procedures outlined in the Shared Support Agreement, Parent Education, and Red Ribbon Week activities.

## **BB. EMERGENCY PREPAREDNESS**

Currently, Ivy Academia staff routinely discusses earthquake, fire and the emergency safety response at staff meetings and during morning assemblies. Students and staff practice earthquake responses in alternate months, fire drills monthly, and conduct at least one lock-down drill annually. (Logs of drills can be made available for District review at any time if requested by the District.) The Charter School adheres to a School Safety /Emergency Plan which is tailored specifically to the needs of the sites. This Plan includes, but is not limited to, the following responses: fire, flood, earthquake, threats, and biological or chemical release. This Plan includes an evacuation plan, general school safety, and injury and illness prevention. Ivy Academia staff will be trained annually on the safety procedures outlined in the Plan.

## **CC. FACILITY SAFETY**

The Charter School's facilities will comply with the State Building Code, the Americans with Disabilities Act ("ADA") and all other applicable fire, health and structural safety requirements, and will maintain on file readily accessible records documenting such compliance. The Charter School Executive Director will provide LAUSD, if requested, with all building plans and permits to ensure and document compliance with the California Building Code (Part 2 (commencing with section 101) of Title 24 of the California Code of Regulations) as adopted and enforced by the local building enforcement agency; federal American Disabilities Act (ADA) access requirements, and any other applicable fire, health, and structural safety requirements. Among the many health and safety laws that could be followed is the Healthy Schools Act- California Education Code Section 17608, which details pest management requirements for schools. The District shall be provided a Certificate of Occupancy issued by the City (or County), allowing petitioners to use and occupy the site at least 45 days prior to the date the Charter School is scheduled to open." The Charter School shall conduct fire drills as required under Education Code Section 32001.

## **DD. INTEGRATED COMPLAINT AND INVESTIGATION PROCEDURE**

The Charter School has developed a comprehensive complaint and investigation procedure to centralize all complaints and concerns coming into the Charter School. Under the direction of the Executive Director, the Director of Human Resources or his/her designee shall be responsible for investigation, remediation, and follow-up on matters submitted to the Charter School through this procedure. Complaints regarding allegations of harassment or discrimination should be made pursuant to the specific policies addressing those issues.

The purpose of this "Internal Complaint Review Policy" is to afford all employees of the Charter School the opportunity to seek internal resolution of their work-related concerns. All employees have free access to their immediate supervisors (Principals or Assistant Principals) or to other School supervisors (Coordinators, Directors, Executive Director) of their choice to informally express their work-related concerns. Any complaints against the Executive Director will be referred to the Chairman of the Board.

## 1. Filing of Complaint

If complaints cannot be resolved informally, employees may file a written complaint with the Principal (or Executive Director or Director of Human Resources if complaint is against the Site Supervisor), as soon as possible after the events that give rise to the employee's work-related concerns. The employee shall complete the written complaint form which should set forth in detail the basis for the employee's complaint.

## 2. Investigation

An objective and timely investigation of all complaints, which cannot be resolved informally, will be undertaken. This includes meeting separately with the employee and with others who either are named in the complaint or who may have knowledge of the facts set forth in the complaint.

The Charter School will attempt to treat all internal complaints and their investigation as confidential, recognizing, however, that in the course of investigating and resolving internal complaints some dissemination of information to others may be necessary or appropriate.

Upon completion of the investigation, the Site Supervisor (or Executive Director, Deputy Executive Director or Director of Human Resources if complaint is against the Site Supervisor), shall report the finding(s) to the employee in writing.

## 3. Non-Retaliation

If an employee has filed a complaint in good faith, the employee will not be disciplined or otherwise penalized for filing the complaint. If an employee believes that he or she is being retaliated against for filing a complaint, the employee should immediately notify the Site Supervisor (or Executive Director, Deputy Executive Director or Director of Human Resources if complaint is against the Site Supervisor).

All supervisors are mandated to complete the online Workplace Investigations course within the first month of employment and annually thereafter.

## **EE. COMPREHENSIVE SEXUAL HARASSMENT POLICIES AND PROCEDURES**

The Charter School is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. The Charter School has developed a comprehensive policy to prevent and immediately remediate any concerns about sexual 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 will be addressed in accordance with the Charter School policy.

The policy and its implementing procedures are incorporated into the Charter School's student and personnel handbooks and reviewed on an ongoing basis in the Charter School's staff development efforts and governing board policies. Additionally, all supervisors are mandated to

complete the on-line AB1825 Anti-Harassment, Discrimination and Retaliation Course within the first month of school and annually thereafter. All non-supervisory employees are mandated to complete the on-line Prevent Harassment and Discrimination course within the first month of employment and annually thereafter.

## **FF. INSURANCE**

### **Insurance Requirements**

No coverage shall be provided to the Charter School by the District under any of the District's self-insured programs or commercial insurance policies. The Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] to protect the Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

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

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles ("Board of Education") as named additional insured and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and the Charter School's insurance shall be primary despite any conflicting provisions in the Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Office of Risk Management for the LAUSD.
2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect the Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if the Charter School does not operate a student bus service. If the Charter School provides student bus services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Fidelity Bond coverage shall be maintained by the Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment or other assets. Minimum amount of coverage shall be \$50,000 per occurrence, with no self-insured retention.
5. Professional Educators Errors and Omissions liability coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.

6. Sexual Molestation and Abuse coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.
7. Employment Practices Legal Liability coverage with limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
8. Excess/umbrella insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies. *The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and the Charter School's insurance shall be primary despite any conflicting provisions in the Charter School's policy.*

## 1. Evidence of Insurance

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

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

Facsimile or reproduced signatures may be acceptable upon review by the Office of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should the Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to school, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of the Charter School.

## 2. Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, the Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever, arising out of, or relating to this Charter agreement. The Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys'

fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by the Charter School, and their officers, directors, employees or volunteers. Moreover, the Charter School agrees to indemnify and hold harmless the District for any contractual liability resulting from third party contracts with its vendors, contractors, partners or sponsors.

### **3. Health, Safety and Emergency Plan**

Ivy Academia will have a Health, Safety and Emergency Plan in place prior to beginning the operation of the Charter School. Ivy Academia will ensure that staff has been trained in health, safety, and emergency procedures and will maintain a calendar and conduct emergency response drills for students and staff.

### **4. FERPA**

Ivy Academia, its employees and officers will comply with the Family Educational Rights and Privacy Act (FERPA) at all times.

### **5. Criminal Background Checks and Fingerprinting**

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

## ELEMENT 7 – RACIAL AND ETHNIC BALANCE

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

Ivy Academia endeavors to achieve a racial and ethnic balance among its students that is reflective of the general population residing within the local geographic area. Ivy Academia will be nonsectarian in its programs, admission policies, employment practices, and all other operations and will not discriminate against any student on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code. We embrace the idea of racial and ethnic diversity and will strive to achieve a racial and ethnic balance that is reflective of the general population residing within the surrounding communities.

Outreach efforts in order to achieve this racial and ethnic balance include the following:

- Community presentations and information in English, Spanish and Russian.
- Development of informational materials.

In pursuit of the Ivy Academia ideals and our commitment to serve all students, admissions outreach is designed to attract a diverse student population. Parents who are aware of alternative educational options for their children may be more likely to provide more academic support for their children at home. Thus, charter schools might tend to draw students who are somewhat more likely to succeed. Ivy Academia is committed to serving all students, including those more likely to “slip through the cracks” for lack of adequate support at home or school. We therefore will recruit an ethnically and academically diverse population from the area immediately surrounding the school site. We will also seek recommendations from teachers and counselors of students who might benefit from a developmentally appropriate, rigorous, challenging, activity-based, college preparatory curriculum who may want to apply to the Charter School. Additionally, local non-profit organizations who serve homeless children, children in the foster-care system, and other children whose circumstances put them at risk for school failure will be encouraged to refer applicants to the Charter School.

The Charter School shall maintain an ongoing accurate accounting of the ethnic and racial balance of students enrolled in the Charter School. It shall also keep on file documentation (i.e. files of articles, agendas, etc.) on the efforts the Charter School made to achieve student racial and ethnic balance and the results it achieved, in accordance with the commitment made in this petition and the standards of charter legislation. This information shall be analyzed by the Charter School annually in an effort to evaluate the success and weakness of the outreach of the prior year to prepare the Charter School for an improved outreach effort in the subsequent year.

## **GG. COURT-ORDERED INTEGRATION**

The Charter School shall comply with all requirements of the Crawford v. Board of Education, City of Los Angeles court order and the LAUSD Integration Policy adopted and maintained pursuant to the Crawford court order, by Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD. The Charter School will provide a written plan in the charter petition and upon further request by the District outlining how it would achieve and maintain the LAUSD’s ethnic goal of 70:30 or 60:40 ratio. (*Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW)*). The written plan should list specific dates, locations and recruitment activities to achieve the District’s Racial and Ethnic Balance goal.

During the months of January through March, Ivy Academia will post information about the school and the open enrollment period. These postings will be within 10 miles of the school site at grocery stores, churches, community centers, and childcare centers. There will also be an advertisement in the Valley Edition of the Los Angeles Times. There will be two Prospective Parent Meetings held in the evening during the months of January through March at the school site. Attendance at the meetings in no way impacts the student’s admission or enrollment. In addition, there will be scheduled tours monthly to allow prospective parents/guardians to visit the school and the classrooms.

The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for charter school students. Instead, the District now receives the Targeted Instruction Improvement Grant (TIIG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIG funding, where available, and cannot guarantee the availability of this Funding.

## **HH. NO CHILD LEFT BEHIND-PUBLIC SCHOOL CHOICE (NCLB-PSC) TRAVELING STUDENTS**

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

As required under NCLB, all NCLB-PSC students attending Ivy Academia shall have the right to continue attending Ivy Academia until the highest grade level of the charter. However, the obligation of the District to provide transportation for a NCLB-PSC student to Ivy Academia shall end in the event the NCLB-PSC student’s resident District school exits Program Improvement status.

Ivy Academia will ensure that all of its NCLB-PSC students are treated in the same manner as other students attending the Charter School. NCLB-PSC students are and will be eligible for all



applicable instructional and extra-curricular activities at the Charter School. Ivy Academia will make reasonable efforts to invite and encourage the participation of the parents of NCLB-PSC students in the activities and meetings at the Charter School.

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

## **II. FEDERAL COMPLIANCE**

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

- Notify parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher including a timely notice to each individual parent that the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified
- Develop jointly with, and distribute to, parents of participating children, a school-parent compact
- Hold an annual Title I meeting for parents of participating Title I students
- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy
- Submit biannual Consolidated Application to California Department of Education (CDE) requesting federal funds
- Complete and submit Local Education Agency (LEA) Plan to CDE
- Complete reform planning process with stakeholders and submit to CDE all appropriate documents for Title I school-wide status, if applicable; otherwise, identify and maintain roster of eligible students for the Title I Targeted Assistance School Program
- Maintain inventory of equipment purchased with categorical funds, where applicable; and
- Maintain appropriate time-reporting documentation, including semi-annual certification and personnel activity report, for staff funded with categorical resources, where applicable

Ivy Academia also understands that as part of its oversight of the Charter School, the District may conduct program review of federal and state compliance issues.

## ELEMENT 8 – ADMISSION REQUIREMENTS

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

### **A. BASIC REQUIREMENTS**

Ivy Academia will not discriminate against any student on the basis of actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics. In accordance with Education Code Section 47605(d), Ivy Academia is committed to admitting all pupils who wish to attend the Charter School, subject only to capacity. The Charter School will adhere to the maximum and minimum age requirements of State law. Ivy Academia will be non-sectarian and non-discriminatory in all its programs, admission policies, employment practices, and all other areas of operation and will not charge tuition.

The Governing Board has developed an Admission Policy.

Applications of Interest will be accepted during a publicly advertised open enrollment period from December to March for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, the Charter School will hold a public random lottery to determine enrollment for the impacted grade level(s), with the exception of existing students of Ivy Academia, who are guaranteed enrollment in the following school year. The procedure of the public random lottery will be posted on the school's website.

1. In the event that the number of applications of interest exceeds capacity at any grade level, the random, public lottery will be held no later than one month following the close of the open enrollment period on a weekday evening at a school site to ensure that interested parties can attend. The date, time and school location is published on the school's website and bulletins throughout the District and surrounding area. The Charter School will verify that the Applications of Interest do not include any duplications and the submission numbers will be aggregated by grade level through a computer randomizer program at the time of the lottery. The function of the computer randomizer program will be projected so that the interested parties can view the results. Once the aggregation is complete, the results will be announced as well as projected for the number of spots available in that grade level. The aggregation will be printed. The submission numbers and accompanying information will be printed. The submission numbers and aggregation will be kept on file at the Business Office for a period of two years. There will be two school employees present at the lottery, one being the Registrar. The random public lottery shall be conducted as follows:
  - a. Kindergarten lottery will be conducted first.
  - b. In other grade categories, should more than one grade require selection by lottery, the order that grades are filled will also be determined by a lottery.

- c. Admission for each grade will be determined in stages pursuant to the preferences in this policy until capacity is met as follows:
    - Students who reside within the boundaries of the district.
    - Siblings of students currently enrolled in the Charter School.
    - Children of the Ivy Academia staff and Board, (not to exceed 5% of total enrollment)
    - Students who reside within the boundaries of Hart Elementary School.
    - All other students.
  - d. Applications of interest for each grade level will be separated into piles according to their preference category and will be counted and numbered. If the number of applications of interest in the preference category would not exceed the grade's capacity, all students applying for enrollment in that stage will be admitted and shall be considered an "existing charter school student". When a category is reached where the number of applications of interest would exceed the grade's remaining capacity, the matching numbers assigned to the applications of interest in that category will be put into a computer randomizer program and drawn until capacity is reached. A student whose application of interest number is drawn will be admitted and shall be considered an "existing charter school student" and the parents will at that time complete the Registration Packet.
  - e. Once all grades are filled to capacity, a waiting list will be drawn for each grade in case a vacancy should arise prior to or during the school year. The order of the waiting list will be determined in the same categories as outlined above. Applications of interest will be redistributed into categories in order of priority preference using an identical method of placing the matching numbers assigned to application of interest in that category will put forms into a computer randomizer program and drawn until all applications of interest have been ordered and placed on the wait-list.
6. The Registrar will send Admission or wait-list confirmations via electronic mail and posted on the website by submission number and grade level.
  7. The following enrollment procedures are intended to create informed families who are committed to the school program and philosophy and will be utilized after students are accepted:
    - (a) attending a group information session (a parent who does not attend in no way impacts student's enrollment or admission);
    - (b) attending an individual family session if time permits (a parent who does not attend in no way impacts student's enrollment or admission);
    - (c) completing a written registration packet including report card and STAR Test results if applicable;

- (d) having each parent and/or guardian and student sign receipt of a Shared Support Agreement Indicating that they have read and understand the information and policies in the Shared Support Agreement also known as the Parent/Student Handbook to include the Progressive Discipline Plan.
  - (e) Proof of Immunizations
  - (f) Home Language Survey
  - (g) Completion of Emergency Medical Information Form
  - (h) proof of minimum and maximum age requirements, e.g. birth certificate
8. If completed registration packet is not submitted by the date required, the slot will be forfeited.
  9. Wait-lists will be maintained for the current enrollment year only. It will be kept until October 1st. Families interested in remaining on the waiting list for the current school year must inform the office by e-mail or U.S. mail on or before this date. Wait-lists will not carry over to the following year and those applicants on the wait-list must re-apply the following year.
  10. Any enrollment forms applying for enrollment received after the open-application deadline shall be date and time stamped and either (a) placed on the end of the waiting list for the applicable grade in the order they are received; or (b) if applying for enrollment in grade that is not yet at capacity the student will automatically be enrolled; or (c) if applying for a grade that is at capacity but which does not yet have a wait-list will be placed in the first position on a wait-list for that grade.
  11. Once placed on a wait-list, a student will remain on the list until one of the following occurs:
    - a. The student is accepted into the Charter School as space becomes available and enrolls in the Charter School.
    - b. The parent/guardian requests that the student be removed from the wait-list.
    - c. The parent/guardian does not inform the Charter School of his/her intentions to continue to be on the current year wait-list by October 1<sup>st</sup>.
    - d. The end of the current school year.
  12. When a space becomes available in a grade level, the slot will be offered to the first name on the wait-list for that grade level if a wait-list exists for that grade level. The notification will be phoned and/or emailed to contact information on the application of interest.
  13. It is the parent's responsibility to update their contact information continuously with the Charter School. The Charter School shall not be responsible for failure to contact a wait-listed parent due to expired contact information. Once notified of an available slot, a

parent/guardian will have the following options:

- a. Accept the available slot within 2 business days of the offer.
  - b. Decline the available slot and be removed from the wait-list.
  - c. Decline the available slot and be placed at the end of the wait-list.
  - d. If the Charter School does not receive a response within 48 hours, the charter school will deem the parent to have declined the available slot and remove the student from the wait-list.
14. If the slot is accepted, a written notification with the registration packet will be sent to the email address on the application of interest form. The parent/guardian has seven (7) more days to return a completed registration packet and schedule a parent orientation and start date for the student or the slot will be forfeited.
15. If the slot is not accepted or a slot is forfeited due to late registration materials or scheduling of a family orientation and start date for the student, the slot will be offered to the next name on the list and the above procedure will continue until either the slot is filled or the wait-list is exhausted. Parents who have accepted enrollment but who have forfeited their “slot” due to late or missing registration materials or late scheduling of a parent orientation and start date for the student will have the opportunity to be placed at the end of the wait-list.
16. In the event a situation arises that is not covered by this procedure, the Board of the charter school will determine the fairest method for resolution of the issue.
17. After the student is accepted, the Charter School shall ensure that following occurs:
- a. If the child has not attended this school previously, it is mandatory that the parents provide a birth certificate for the child, or a statement by the local registrar or a county recorder certifying the date of birth, or a baptism certificate duly attested, or a passport, or, when none of the foregoing is obtainable, an affidavit of the parent, guardian, or custodian of the minor, or any other appropriate means of proving the age of the child.
  - b. Registration packets must be submitted by the date required in the registration packet: including birth certificate, proof of immunizations, utility bill to verify the student’s residency and physical examination as required by this policy.
  - c. The registration packet shall include authorization for the Charter School to request and receive student records from schools the student has attended or is currently attending.
  - d. The registration packet shall include full disclosure by the parents, current teacher, and current school of any specific needs of the child, including a home language survey.
  - e. A copy of any existing Student Study Team (SST) evaluations and recommendations for the student shall be provided by either the Parent or the last school of attendance (or both).
  - f. A copy of any existing Individual Education Program (IEP) for the student shall be

provided by either the Parent or the last school of attendance (or both).

- g. Required procedures for the transfer of program between SELPA(s) shall be followed as applicable.

Following the lottery, Ivy Academia will keep a hard copy of the randomizer file and a hard copy of the submission numbers with demographics for a period of two years at the Business Office. Upon enrollment, Ivy Academia will request student records from previously attended school district.

The process of identifying and serving these and all students begins with a detailed enrollment packet (“Intake Packet”) after students have been admitted. Families choosing to attend Ivy Academia after acceptance through the lottery will complete an Intake Packet that will include:

- Birth Certificate, Baptismal Certificate or Copy of Passport
- Free and Reduced Lunch Application
- Immunization Record
- Utility Bill or similar (to verify address)
- Physician Record
- Health Card
- Report Card
- Home Language Survey
- Release of Records Form
- Standardized Test Results
- Copy of IEP or 504 if applicable
- GATE Program if applicable
- EL Status or CELDT Scores
- Placement Assessment if needed for Mathematics and/or Spanish

Based on data gathered from existing documentation and the Ivy Academia Intake Procedure, the staff of Ivy Academia makes every effort to identify needs early on and begin the process of addressing those needs.

## ***B. MCKINNEY-VENTO HOMELESS ASSISTANCE ACT***

The Charter School will 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. The Charter School will include specific information in their outreach materials, websites, at community meetings, open forums, and regional center meetings notifying parents that the Charter School is open to enroll and provide services for all students which shall include a District standard contact number to access additional information regarding enrollment. A student’s IEP will never be required prior to participation in any attendance lottery or as a condition for enrollment.

## ELEMENT 9 – FISCAL AUDITS

*Governing Law:* The manner in which an annual, independent financial audit 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. -- California Education Code Section 47605(b)(5)(l)

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

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

The annual audit will be completed and forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Principal, along with the audit committee, will review any audit exceptions or deficiencies and report to the Board of Directors with recommendations on how to resolve them. The Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

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

### **C) AUDIT AND INSPECTION OF RECORDS**

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

- Charter School is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that it, among other things, monitors the fiscal condition of the Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of the Charter School to meet generally accepted accounting principles or if it engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to

audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of the Charter School's financial information,
- The Charter School's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- The Charter School's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

The Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24 hours notice.

Ivy Academia will develop and maintain internal fiscal control policies governing all financial activities.

#### ***D) DISTRICT OVERSIGHT COSTS***

The District may charge for the actual costs of supervisory oversight of the Charter School not to exceed 1% of the Charter School's revenue, or the District may charge for the actual costs of supervisory oversight of the Charter School not to exceed 3% if the Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum supervisory oversight fee allowed under the law as it may change from time to time. The supervisory oversight fee provided herein is separate and distinct from the charges arising under the charter school/facilities use agreements.

#### ***E) BALANCE RESERVES***

Additionally, it is recommended that the Charter School maintain a funds balance (reserve) of its expenditures as outlined in section 15450, Title 5 of the California Code of Regulations.

#### ***F) SPECIAL EDUCATION REVENUE ADJUSTMENT/PAYMENT FOR SERVICES***

In the event that the Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from the Charter School, the Charter School authorizes the District to deduct any and all of the in lieu property taxes that the Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. The Charter School further understands and agrees that the District shall make



appropriate deductions from the in lieu property tax amounts otherwise owed to the Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, the Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

The following reports will be submitted to LAUSD, in the required format and within timelines to be specified by LAUSD each year”:

- Final Budget – Spring prior to operating fiscal year
- First Interim Projections – November of operating fiscal year
- Second Interim Projections – February of operating fiscal year
- Unaudited Actuals – July following the end of the fiscal year
- Audited Actuals – December 15 following the end of the fiscal year
- Classification Report – monthly according to school’s Calendar
- Statistical Report – monthly according to school’s Calendar of Reports

In addition:

- B) P1, first week of January
- C) P2, first week of April
- Instructional Calendar – annually five weeks prior to first day of instruction
- Other reports as requested by the District

## ELEMENT 10 – STUDENT EXPULSIONS

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

Consistent with the efforts to share the governance of the Charter School, specific suspension and expulsion procedures are reviewed and/or revised by the school community at the beginning of each school year. This process provides students and parents and staff with an opportunity to exercise such leadership skills as problem solving, negotiation, shared decision making, and conflict resolution, as well as fostering a sense of personal and community responsibility.

Staff enforces disciplinary rules and procedures fairly and consistently amongst all students and accords all students due process. Ivy Academia Behavior Code describes school's disciplinary rules and procedures. Students are expected to read and sign the Ivy Academia Behavior Code upon enrollment included in the Shared Support Agreement.

The current suspension and expulsion policy of the Charter School follows:

This Pupil Suspension and Expulsion Policy have been established in order to promote learning and protect the safety of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion.

School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations.

Teachers, Assistant Principal or Principal are responsible for disciplining students. Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments (i.e. in-school suspension, Saturday School, etc), suspension. Assistant Principal or Principal can recommend for expulsion.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

Ivy Academia shall provide due process for all students, including adequate notice to parents/guardians and students regarding the grounds for suspension and expulsion and their due process rights regarding suspension and expulsion, including rights to appeal.

Ivy Academia shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, including, for example, any modification of the lists of offenses for which students are subject to suspension or expulsion.

Ivy Academia shall be responsible for the appropriate interim placement of students during and pending the completion of the Charter School's student expulsion process.

Charter Schools will implement operational and procedural guidelines ensuring federal and state laws and regulations regarding the discipline of students with disabilities are met. Charter Schools will also ensure staff is knowledgeable about and complies with the district's Discipline Foundation Policy. If the student receives or is eligible for special education, the Charter School shall identify and provide special education programs and services at the appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Special Education Service Center.

Ivy Academia shall document the alternatives to suspension and expulsion the Charter School utilizes with students who are truant, tardy, or otherwise absent from compulsory school activities. If a student is expelled from the Charter School, the Charter School shall forward student records upon request of the receiving school district in a timely fashion. Charter School shall also submit an expulsion packet to the Charter Schools Division immediately or as soon as practically possible, containing:

- pupil's last known address
- a copy of the cumulative record
- transcript of grades or report card
- health information
- documentation of the expulsion proceeding, including specific facts supporting the expulsion and documentation that the Charter School's policies and procedures were followed
- student's current educational placement
- copy of parental notice expulsion
- copy of documentation of expulsion provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student's compliance for reinstatement, appeal process and options for enrollment.
- if the Student is eligible for Special Education, the Charter School must provide documentation related to expulsion pursuant to IDEA including conducting a manifestation determination IEP prior to expulsion. If the student is eligible for Section 504 Accommodations, the Charter School must provide evidence that it convened a Link Determination meeting to address two questions: A) Was the misconduct caused by, or directly and substantially related to the students disability: B) Was the misconduct a direct result of the Charter's failure to implement 504 Plan?

## **B) 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 the Charter School or at any other school or a School sponsored event at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

## **C) ENUMERATED OFFENSES**

1. Discretionary Suspension or Expellable Offenses. Students may be suspended for any of the following acts when it is determined the pupil:
  - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
  - b) Willfully used force of violence upon the person of another, except self-defense.
  - c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
  - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
  - e) Committed or attempted to commit robbery or extortion.
  - f) Caused or attempted to cause damage to school property or private property.
  - g) Stole or attempted to steal school property or private property.
  - h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
  - i) Committed an obscene act or engaged in habitual profanity or vulgarity.
  - j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is as substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- r) Made terroristic threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

- t) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
  - u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
  - v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
- 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including acts one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
  - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
  - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
  - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) “Electronic Act” means the transmission by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, or image.
  - ii. A post on a social network Internet Web site including, but not limited to:
    - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
    - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would

reasonably believe, or has reasonably believed that the pupil was or is the pupil who was impersonated.

- (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

- w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
- x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

2. Mandatory Suspension and Expellable Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
- b) Brandishing a knife at another person.
- c) Unlawfully selling a controlled substance as defined by Education Code
- d) Committing or attempting to commit a sexual assault.

If it is determined by the Board of Directors that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term “destructive device” means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

## ***D) SUSPENSION PROCEDURE***

Suspensions shall be initiated according to the following procedures:

### **c) Conference**

Suspension shall be preceded, if possible, by a conference conducted by the Principal or the Principal's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Principal.

The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference. The conference shall be held within two school days from the time the Principal or Assistant Principal determines the student's misconduct was grounds for suspension, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

### **d) Notice to Parents/Guardians**

At the time of the suspension, the Principal, Assistant Principal or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student. In addition, the notice may also state the date and time when the student may return to school. If the Principal, Assistant Principal or Designee 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 the administrator issuing the suspension without delay in person, on the telephone or via electronic mail.



### **e) Suspension Time Limits/Recommendation for Placement/Expulsion**

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Maximum number of suspension days for any student should not exceed fifteen (15) school days per academic year. Administrative Panel will review all cases where this maximum is reached and will recommend appropriate actions.

Upon a recommendation of t/Expulsion by the Principal or Principal's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Principal or designee upon either of the following determinations: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing. At that time pupils will be put on Independent Study until action is taken by the Administrative Panel or the Ivy Academia Board of Directors. In this case, the parent/guardian will need to sign the Independent Study packet and retrieve the student's assignments, books and materials from the school office two days after determining that the suspension will be extended pending an expulsion hearing and possibly an appeal to the Board of Directors. The parent/guardian must return the student's school work weekly and retrieve the next week of work until the expulsion hearing. The student will be graded only on the assignments provided as a part of Independent Study and will not be held accountable for missing tests or quizzes. In the event that the student is on Independent Study pending an expulsion hearing during statewide examinations, the Principal or Principal's designee will collaborate with the parent/guardian to allow the student to take the exams at a school facility with a designated proctor. The parent/guardian will make the student available for these exams.

### **E) AUTHORITY TO EXPEL**

A student may be expelled by Administrative Panel, assigned by the Board. The Administrative Panel should consist of at least three members who are certificated (teacher, administrator, counselor, psychologist) and neither a teacher of the pupil, the administrator recommending expulsion or a Board member of the Charter School's governing board. The Administrative Panel makes the expulsion determination to expel any student found to have committed an expellable offense.

### **F) EXPULSION PROCEDURES**

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal or Asst. Principal or administrative designee determines that the Pupil has committed an expellable offense. Any individual expulsion shall not exceed one year.

The hearing shall be held in closed session unless the pupil makes a written request for a public hearing at least three (3) days prior to the hearing.

The Principal or Designee shall mail the 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. This will be sent via U.S. Mail. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of 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 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.

**G) SPECIAL PROCEDURES FOR EXPULSION HEARINGS INVOLVING SEXUAL ASSAULT OR SEXUAL 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 which 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 pupil.

1. The complaining witness in any sexual assault or sexual battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

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

## **H) 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.

## **I) 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 evidence presented at the hearing 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 and sworn declarations may be admitted as testimony from witnesses of whom the Board or 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 pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact. The final decision by the Administrative Panel shall be made within ten (10) school days following the conclusion of the hearing.

If the expulsion hearing panel decides not to expel, the pupil shall immediately be returned to his/her educational program at the Charter School.

## **J) WRITTEN NOTICE TO EXPEL**

The Principal or designee following a decision of the Administrative Panel to expel shall mail written notice of the decision to expel within three (3) school days, including the Panel's adopted findings of fact, to the student or parent/guardian. This will be sent via U.S. Mail. Upon mailing the notice, it shall be deemed served upon the student or parent/guardian. This notice shall also include the following:

1. Notice of the specific offense(s) committed by the student
2. 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
3. The reinstatement eligibility review date
4. A copy of the rehabilitation plan

5. The options of educational placement during the period of expulsion
6. Appeal procedures/protocol

The Principal or designee shall send a copy of the written notice of the decision to expel to the District by U.S. Mail.

This notice shall include the following:

- a) The student's name
- b) The specific expellable offense(s) committed by the student

Additionally, in accordance with Education Code Section 47605(d)(3), upon expulsion of any student, Ivy Academia shall notify the superintendent of the school district of the pupil's last known address within thirty (30) days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information.

### ***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 District upon request. Outcome data should be maintained including suspension, expulsion & expulsion placements, reinstatements, and out of district expellees.

### ***L) RIGHT TO APPEAL***

- The pupil shall have the right of appeal an expulsion to the Ivy Academia Board of Directors from the Charter School. The parent/guardian of the pupil may submit a written objection and request for reconsideration to the Ivy's Board of Directors within 10 days of receipt of the Notice to Expel. The parent/guardian of the pupil will present their objections and evidence to the Board in closed session. The expulsion appeal hearing will be agendaized for the next regularly scheduled Board meeting. The Board will take action at that meeting and report out their decision at that Board Meeting in open session. The pupil's identity will be kept confidential and he/she will be referred to by a number. The appeal decision of the Board is final.

### ***M) EXPELLED PUPILS/ALTERNATIVE EDUCATION***

The Charter School has the responsibility for facilitating expulsion placements and for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

**c) Outcome Data**

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

**d) Rehabilitation Plans**

Pupils who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Charter School's governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

**e) Readmission**

The Charter School's governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, the Charter School's governing board shall readmit the pupil; unless the Charter School's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

**f) Reinstatement**

The Charter School's governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. The Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

***N) SPECIAL EDUCATION STUDENTS***

In the case of a student who has an Individualized Education Program ("IEP"), or a student who has a 504 Plan, the Charter School will ensure that it follows the correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and the Charter School an IEP team, including a District representative, will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District's Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, the Charter School's administrator will convene a Link Determination meeting to ask the following two questions: A) Was the misconduct caused by, or directly and substantially

related to the student's disability? B) Was the misconduct a direct result of the Charter School's failure to implement 504?

**O) GUN FREE SCHOOLS ACT**

The Charter School shall comply with the federal Gun Free Schools Act.

## ELEMENT 11 – RETIREMENT PROGRAMS

*Governing Law: The manner by which staff members of the Charter Schools will be covered by the State Teachers' Retirement System, the Public Employee's Retirement System, or federal social security. -- California Education Code Section 47605(b)(5)(K)*

Certificated and non-certificated employees at Ivy Academia will participate in the federal Social Security system and will have access to other Ivy Academia-sponsored retirement plans according to the policies established by the Governing Board. Currently, Ivy Academia offers two 403B plans to its eligible employees. Ivy Academia retains the option to elect to allow eligible Charter School employees to participate in the State Teachers Retirement System (STRS) or Public Employees Retirement System (PERS). In case STRS is selected, Ivy Academia will ensure that its payroll reporting requirements comply with the policies and procedures of LACOE.

Certificated, non-certificated, and other staff members at Ivy Academia shall retain all previously vested rights in their respective retirement systems, including but not limited to STRS, PERS, and the Social Security system.

Prior to any changes in retirement benefit packages, Ivy Academia agrees to provide written notification to all employees.

The Director of Human Resources is responsible for ensuring that appropriate arrangement for coverages have been made.



## ELEMENT 12 - ATTENDANCE ALTERNATIVES

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

No student may be required to attend the Charter School.

Pupils who choose not to attend Ivy Academia may choose to attend other public schools in their district of residence or pursue an interdistrict-transfer in accordance with existing enrollment and transfer policies of the District.

Parents and guardians of each student enrolled in the Charter School will be informed on admissions forms that the students have no right to admission in a particular school of a local education agency as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the local education agency.

## ELEMENT 13 – EMPLOYEE RIGHTS

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

Leave and return rights for union-represented employees who accept employment with the Charter School will be administered in accordance with applicable collective bargaining agreements between the employee's union and the District and also in accordance with any applicable judicial rulings.

## ELEMENT 14 - DISPUTE RESOLUTION

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

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

Any Dispute between the District and Ivy Academia shall be resolved in accordance with the procedures set forth below:

- 1) Any Dispute shall be made in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. All Written Notifications shall be addressed as follows:

To Charter School: Ivy Academia Charter  
c/o Executive Director  
21250 Califa Street, Suite 102  
Woodland Hills, CA 91367

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

- 2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Each party shall bear its own attorneys’ fees, costs and expenses associated with the mediation. The mediator’s fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 120 days from the date of either party’s request for mediation following the Issue Conference. The parties shall mutually agree upon

the selection of a mediator to resolve the Dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

- 4) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California. Each party shall bear its own attorney's fees, costs and expenses associated with the arbitration. The arbitrator's fees and the administrative fees of the arbitration shall be shared equally among the parties. However, any party who fails or refuses to submit to arbitration as set forth herein shall bear all attorney's fees, costs and expenses incurred by such other party in compelling arbitration of any controversy or claim.

## **ELEMENT 15 – EMPLOYER STATUS AND COLLECTIVE BARGAINING**

*Governing Law: A declaration whether or not the Charter School shall be deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Educational Employment Relations Act. —California Education Code Section 47605(b)(5)(O)*

Alternative Schools, Inc. is deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Educational Employee Relations Act (EERA). Alternative Schools, Inc. shall comply with the EERA.

## **ELEMENT 16 – PROCEDURES TO BE USED IF THE CHARTER SCHOOL CLOSES**

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

### **A) REVOCATION**

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

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

Prior to revocation, and in accordance with Cal. Educ. Code section 47607(d) and State regulations, the LAUSD Board of Education will notify Ivy Academia in writing of the specific violation, and give Ivy Academia a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution clause set forth in this Charter.

### **B) CLOSURE ACTION**

The decision to close Ivy Academia either by the Ivy Academia governing Board or by the LAUSD Board of Education will be documented in a Closure Action. The Closure Action shall be deemed to have been automatically made when any of the following occur: the charter is revoked or non-renewed by the LAUSD Board of Education; the board votes to close the Charter School; or the Charter lapses.

### **C) CLOSURE PROCEDURES**

The procedures for charter school closure are guided by California *Education Code* sections 47604.32, 47605, 47605.6, and 47607 as well as *California Code of Regulations*, Title 5 (5 CCR), sections 11962 and 11962.1. A closed charter school must designate a responsible entity to conduct closure activities and identify how these activities will be funded. The procedures outlined below are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” as posted on the California Department of Education website. References to “Charter School” applies to the charter school’s nonprofit corporation and/or governing board.

- **Documentation of Closure Action**

The revocation or non-renewal of a charter school must be documented by an official action of the authorizing entity. Notice of a charter school's closure for any reason must be provided by the authorizing entity to the California Department of Education (CDE). In addition, the charter school must send notice of its closure to:

1. Parents or guardians of students. Written notification to parents/guardians/caregivers of the enrolled students of Ivy Academia will be issued by Ivy Academia within 72 hours after the determination of a Closure Action and the effective date of closure. A copy of the written notifications to parents is also to be sent to LAUSD within the same time frames.
2. The authorizing entity
3. The county office of education. Written notification to the Los Angeles County Office of Education of the Closure Action shall be made by the Charter School by registered mail within 72 hours of the decision to Closure Action. Charter School shall provide a copy of this correspondence to the CSD.
4. The special education local plan area in which the Charter School participates. Written notification to the Special Education Local Planning Area (SELPA) in which the Charter School participates of the Closure Action shall be made by Ivy Academia by registered mail within 72 hours of the decision to Closure Action. Charter School shall provide a copy of this correspondence to the CSD.
5. The retirement systems in which the Charter School's employees participate. The Charter School will within fourteen (14) calendar days of closure action contact the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), and the Los Angeles County office of Education and follow their procedures for dissolving contracts and reporting. Charter School shall provide a copy of this correspondence to the CSD.
6. The CDE. Written notification to the California Department of Education of the Closure Action shall be made by Ivy Academia by registered mail within 72 hours of the decision to Closure Action. Charter School shall provide a copy of this correspondence to the CSD.

Notice must be received by the CDE within ten calendar days of any official action taken by the chartering authority. Notification of all the parties above must include at least the following:

1. The effective date of the closure
2. The name(s) of and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence
4. How parents or guardians may obtain copies of student records, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification to the CDE must also include:

1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification to parents, guardians, and students should also include:

1. Information on how to transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of their child's cumulative record which will include grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and State testing results.
3. Information on student completion of college entrance requirements for all high school students affected by the closure

The Charter School shall announce the closure to any school districts that may be responsible for providing education services to the former students of the charter school within 72 hours of the decision to Closure Action. This notice will include a list of returning students and their home schools. Charter school closures should occur at the end of an academic year if it is feasible to maintain a legally compliant program until then. If a conversion charter school is reverting to non-charter status, notification of this change should be made to all parties listed in this section.

- **School and Student Records Retention and Transfer**

Ivy Academia shall observe the following in the transfer and maintenance of school and student records:

1. The Charter School will provide the District with original cumulative files and behavior records pursuant to District policy and applicable handbook(s) regarding cumulative records for secondary and elementary schools for all students both active and inactive at the Charter School. Transfer of the complete and organized original student records to the District will occur within seven calendar days of the effective date of closure.
2. The process for transferring student records to the receiving schools shall be in accordance with LAUSD procedures for students moving from one school to another.
3. The Charter School will prepare an electronic master list of all students to the Charter Schools Division. This list will include the student's identification number, Statewide Student Identifier (SSID), birth date, grade, full name, address, home school, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list should also indicate the name of the school that each student is transferring to, if known. This electronic master list will be delivered in the form of a CD.
4. The original cumulative files should be organized for delivery to the District in two categories: active students and inactive students. The CSD will coordinate with the Charter School for the delivery and/or pickup of the student records.
5. The Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. The Charter School will provide to the CSD a copy of student attendance records, teacher grade books, school payroll records, and Title I records (if applicable).



Submission of personnel records must include any employee records the charter school has. These include, but are not limited to, records related to performance and grievance.

7. All records are to be boxed and labeled by classification of documents and the required duration of storage.

- **Financial Close-Out**

After receiving notification of closure, the CDE will notify the charter school and the authorizing entity if it is aware of any liabilities the charter school owes the state. These may include overpayment of apportionments, unpaid revolving fund loans or grants, or other liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the Charter School received state funding for which it was not eligible.

Ivy Academia shall ensure completion of an independent final audit within six months after the closure of the Charter School that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to the charter school.

This audit may serve as the Charter School's annual audit.

The financial closeout audit of the Charter School will be paid for by the Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Ivy Academia will be the responsibility of Ivy Academia and not LAUSD. Ivy Academia understands and acknowledges that Ivy Academia will cover the outstanding debts or liabilities of Ivy Academia. Any unused monies at the time of the audit will be returned to the appropriate funding source. Ivy Academia understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which the Charter School participates, and other categorical funds will be returned to the source of funds.

Ivy Academia shall ensure the completion and filing of any annual reports required. This includes:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. If the Charter School chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by

the CDE. These reports should be submitted as soon as possible after the closure action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed charter school with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

- **Disposition of Liabilities and Assets**

The closeout audit must determine the disposition of all liabilities of the charter school. Charter school closure procedures must also ensure disposal of any net assets remaining after all liabilities of the charter school have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. The return of any donated materials and property according to any conditions set when the donations were accepted.
2. The return of any grants and restricted categorical funds to their source according to the terms of the grant or state and federal law.
3. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

Net assets of the charter school may be transferred to the authorizing entity. If the Charter School is operated by a nonprofit corporation, and if the corporation does not have any other functions than operation of the Charter School, the corporation will be dissolved according to its bylaws.

- a. The corporation's bylaws will address how assets are to be distributed at the closure of the corporation.
- b. A copy of the corporations bylaws containing the information on how assets are to be distributed at the closure of the corporation, are to be provided to LAUSD prior to approval of this Charter.

For six (6) calendar months from the Closure Action or until budget allows, whichever comes first, sufficient staff as deemed appropriate by the Ivy Academia Board, will maintain employment to take care of all necessary tasks and procedures required for a smooth closing of the Charter School and student transfers.

The Ivy Academia Board shall adopt a plan for wind-up of the Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

The Charter School shall provide LAUSD within fourteen (14) calendar days of closure action prior written notice of any outstanding payments to staff and the method by which the Charter School will make the payments.

Prior to final closure, the Charter School shall do all of the following on behalf of the Charter School's employees, and anything else required by applicable law:

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.

- b. File the Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).
- c. Make final federal tax payments (employee taxes, etc.)
- d. File the final withholding tax return (Treasury Form 165).
- e. File the final return with the IRS (Form 990 and Schedule).

This Element 16 shall survive the revocation, expiration, termination, cancellation of this charter or any other act or event that would end Ivy Academia's right to operate as a Charter School or cause Ivy Academia to cease operation. Ivy Academia and District agree that, due to the nature of the property and activities that are the subject of this petition, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 16. The District, therefore, shall have the right to seek equitable relief to enforce any right arising under this Element 16 or any provision of this Element 16 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

## ***D) FACILITIES***

**District-Owned Facilities:** If Charter School is using LAUSD facilities as of the date of the submittal of this charter petition or takes occupancy of LAUSD facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by LAUSD for the use of the LAUSD facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any LAUSD facilities, Charter School shall execute an agreement provided by LAUSD for the use of LAUSD facilities prior to occupancy and commencing use.

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

In the event of an emergency, all LAUSD facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of LAUSD facilities with other LAUSD user groups, Charter School agrees it will participate in and observe all LAUSD safety policies (e.g., emergency chain of information, participate in safety drills). The use agreements provided by LAUSD for LAUSD facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- Use. Charter School will be restricted to using the LAUSD facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the charter petition and incidental related uses. LAUSD shall have the right to inspect LAUSD facilities upon reasonable notice to Charter School.
- Furnishings and Equipment. LAUSD shall retain ownership of any furnishings and equipment, including technology, ("F&E") that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.

- Leasing; Licensing. Use of the LAUSD facilities by any person or entity other than Charter School shall be administered by LAUSD. The parties may agree to an alternative arrangement in the use agreement.
- Minimum Payments or Charges to be Paid to LAUSD Arising From the Facilities.
  - (i) Pro Rata Share. LAUSD shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter School Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
  - (ii) Taxes; Assessments. Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.
- Maintenance & Operations Services. In the event LAUSD agrees to allow Charter School to perform any of the operation and maintenance services, LAUSD shall have the right to inspect the LAUSD facilities and the costs incurred in such inspection shall be paid by Charter School.
  - (i) Co-Location. If Charter School is co-locating or sharing the LAUSD facilities with another user, LAUSD shall provide the operations and maintenance services for the LAUSD facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
  - (ii) Sole Occupant. If Charter School is a sole occupant of LAUSD facilities, LAUSD shall allow the Charter School, at its sole cost and expense, to provide some operations and maintenance services for the LAUSD facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, LAUSD shall provide all services for regulatory inspections, which as the owner of the real property is required to submit, and deferred maintenance and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.
- Real Property Insurance. Prior to occupancy, Charter School shall satisfy those requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

**Facility Status:** The charter petitioner must demonstrate control of a facility such as a commitment from the landlord, to ensure that the property is actually available to the charter developer, and that the facility is usable with or without conditions (such as a conditional code permit). The charter school facility shall comply with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which the charter school is to be located, and the Americans with Disabilities Act (ADA). Applicable codes and ADA requirements shall also apply to the

construction, reconstruction, alteration of or addition to the proposed charter school facility. The Charter School shall implement any corrective actions, orders to comply, or notices issued by the authorized building and safety agency. The Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA requirements. Charter schools are required to adhere to the program accessibility requirements of Federal law (Americans with Disabilities Act and Section 504).

**Occupancy of the Site:** The charter petitioner or developer shall provide the District with a final Certificate of Occupancy issued by the applicable permitting agency, allowing the petitioner to use and occupy the site. The Charter School may not open without providing a copy of the Certificate of Occupancy for the designated use of the facility. If the Charter School moves or expands to another facility during the term of this charter, the Charter School shall provide a Certificate of Occupancy to the District for each facility before the Charter School is scheduled to open or operate in the facility or facilities. Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

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

**Asbestos Management:** The charter school will comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

## • MISCELLANEOUS PROVISIONS

### **A) FINANCIAL REPORTING**

The Charter School shall provide reports to the District as follows, and may provide additional fiscal reports as requested by the District:

1. By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code 47605(g) will satisfy this requirement.
2. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, State Department of Education and County Superintendent of Schools.
3. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
4. By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

### **B) FISCAL CONTROLS**

The administration of Ivy Academia is responsible for establishing and maintaining an effective system of internal accounting control. Ivy Academia has outsourced to Charter Works to support back office support. The objectives of a system are to provide the administration with reasonable assurances that assets are safeguarded against loss from unauthorized use or disposition, and that transactions are executed in accordance with administration's authorization and recorded properly to permit preparation of financial statements in accordance with generally accepted principles. Ivy Academia's system of internal control has six elements:

- 1) Employing competent, trustworthy people with clear lines of authority and responsibility.
- 2) Having adequate separation of duties.
- 3) Having proper procedures for authorizing accounting transactions (dual signature and approval methodology).
- 4) Maintaining adequate documents and records.
- 5) Having appropriate physical control over assets and records.
- 6) Conducting independent checks on performance.

The duties of CharterWorks who works directly with the Executive Director, and reports monthly to the Board of Directors and is assisted by on-site Business Manager shall be as follows:

1. Receipt and input of all invoices provided by the on-site Business Manager;
2. Input and system integration depending on the source code;
3. Through bank monitoring, input of all revenue received from various sources;
4. Preparing a weekly pre-check run and cash balance report for approval by the Executive Director or Designee for payment of reported A/P;

5. Issuing checks for payment on such approved bills;
6. Preparing month end reports through the closing of records;
7. Preparing LAUSD, LACOE and CDE reports as and when required;
8. Preparing a school year budget along with a rolling 5-year budget with monthly comparison and recommendations for adjustments when necessary;
9. Preparing an annual cash flow report, updated monthly, with recommendations for adjustments when necessary.
10. A manager from CharterWorks shall make the presentation of the prior month's financial report, in person, at each of the regular board meetings;
11. A manager from CharterWorks shall coordinate with the outside CPA firm for the annual audit and close the annual books along with synchronizing the same based on findings from the CPA firm, subject to Management and Board approval

Ivy administration works closely with its auditors and outside accounting firm to ensure full compliance with all reporting and audit requirements of LAUSD, LACOE and CDE. Ivy Academia system has proven to be effective as evidenced by 2010-2011, 2011-2012 independent auditors report showing no audit exceptions or deficiencies.

The administration is fully committed to continuously improve its system of internal fiscal controls. The Charter School is committed to obtaining maximum internal control, and is always looking for practical ways of improving internal control. The goal is a practical internal control structure.