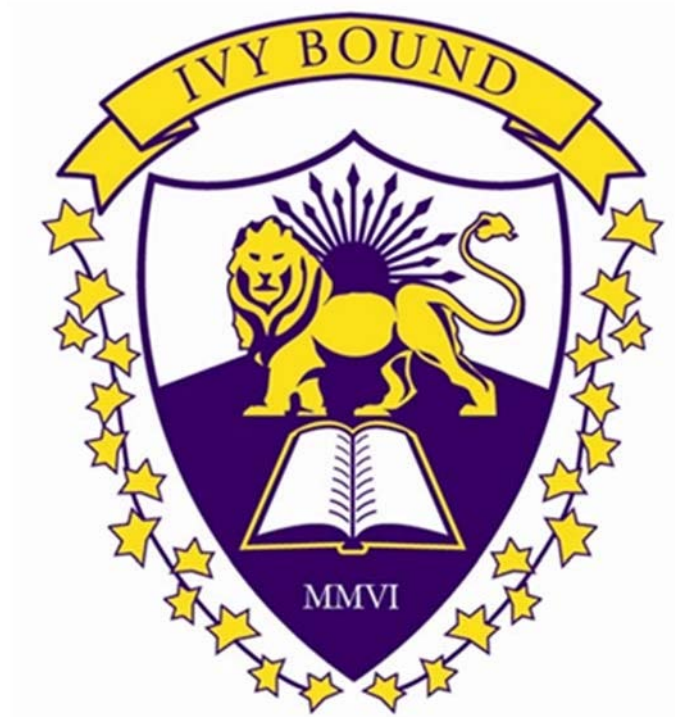# Ivy Bound Academy
# of Math, Science, &Technology
Charter Middle School

Charter Renewal Petition for a Five-Year Term (July 1, 2025 – June 30, 2030)

Submitted October 16, 2024 to the Los Angeles Unified School District Board of Education

Table of Contents

Ivy Bound Academy of Math, Science and Technology Charter Middle School (also referred to herein as Ivy Bound, IBA and Charter School) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter Ed. Code) § 47605(e)(1).)

- Not charge tuition. (Ed. Code § 47605(e)(1).)

- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, including immigration status. (Ed. Code § 47605(e)(1); Ed. Code § 220.)

- Except as provided in Education Code section 47605(e)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(e)(1).)

- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(e)(2)(A).)

- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School's capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as "LAUSD" and "District"). Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation, and shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B).)

- Charter school shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4).)

- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, 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. (Ed. Code § 47605(e)(3).)

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

- Consult, on a regular basis, with Charter School's parents, legal guardians, and teachers regarding the school's educational programs. (Ed. Code § 47605(d)(2).)

Charter School hereby declares that Charter School, operated as or by its nonprofit public benefit corporation, is and shall be the exclusive public school employer of Charter School's employees for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code. Charter School shall comply with all provisions of the EERA and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

NOTE: This Charter contains specific "Federal, State and District Required Language" (FSDRL), including the *Assurances, Affirmations, and Declarations* section above. The FSDRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the FSDRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the FSDRL for any given section of the Charter. To the extent that any inconsistency may exist between any provision contained within the body of the Charter and the FSDRL contained in the addendum, the provisions of the FSDRL addendum shall control.

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

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

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

LOCAL CONTROL FUNDING FORMULA (LCFF) AND LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP)

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Los Angeles County Superintendent of Schools and the Charter Schools Division (CSD) on or before July 1. In accordance with Education Code sections 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(c)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School "shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the local control and accountability plan and annual update to the local control and accountability plan." (Ed. Code § 47606.5(d).)

ACADEMIC CALENDAR AND SCHEDULES

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

MATHEMATICS PLACEMENT

Charter School shall comply with all applicable requirements of the California Mathematics Placement Act of 2015.

TRANSITIONAL KINDERGARTEN

Charter School shall comply with all applicable requirements regarding transitional kindergarten. For purposes of admission to Charter School, transitional kindergarten shall be considered a part of kindergarten, and therefore students enrolled in transitional kindergarten at Charter School shall be considered existing students of Charter School for purposes of Charter School's admissions, enrollment, and lottery.

WASC ACCREDITATION

If Charter School serves students in grades 9-12, before Charter School graduates its first class of students, Charter School shall obtain, and thereafter maintain, Western Association of Schools and Colleges (WASC) accreditation.

ENGLISH LEARNERS

Charter School shall identify potential English Learners in a timely manner in accordance with all applicable legal requirements. Charter School must provide all English Learners with an effective English language acquisition program that also affords meaningful and equitable access to Charter School's core academic curriculum. Instructional plans for English Learners must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

On an annual basis, upon request, Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School has adopted and is implementing either the LAUSD Master Plan for English Learners and Standard Engish Learners *or* Charter School's own English Learner (EL) Master Plan. If Charter School chooses to implement its own EL Master Plan, the plan shall provide a detailed description of Charter School's EL program, and shall address the following:

- How Charter School's EL Master Plan provides all of its English Learners, including but not limited to Long Term English Learners (LTELs) with an effective English language acquisition program as well as meaningful and equitable access to Charter School's core academic curriculum
- How English Learners' specific needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How Charter School will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

Each year, Charter School shall provide to the CSD a report on its annual evaluation of the effectiveness of its EL program. Upon request, Charter School shall provide a copy of its current EL Master Plan to the CSD.

Charter School shall administer the CELDT/ELPAC annually in accordance with federal and state requirements.

Charter School shall reclassify English Learners in accordance with federal and state requirements.

Charter School shall provide parent outreach services and meaningfully inform parents with limited English proficiency of important information regarding Charter School matters to the same extent as other

parents.

<u>**STUDENTS WITH DISABILITIES**</u>

<u>**Federal Law Compliance**</u>

Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Improvement Act of 2004.

<u>**Special Education Program**</u>

Charter School shall ensure that no student otherwise eligible to enroll in Charter School shall be denied, directly or indirectly, admission due to a disability or to Charter School's inability to provide necessary services. Charter School acknowledges that policies and procedures are in place to ensure the recruitment, enrollment, service, and retention of students with disabilities at LAUSD-authorized charter schools, including Charter School.

Prior to LAUSD Board of Education approval of an initial Charter petition, and if a renewing Charter School intends to operate as a "school of the district" for special education services, Charter School shall execute a Memorandum of Understanding ("MOU") by and between LAUSD and Charter School regarding the provision and funding of special education services consistent with applicable state law and the LAUSD Special Education Local Plan Area ("SELPA") Local Plan for Special Education and shall be considered a "public school of the District" for purposes of Special Education pursuant to Education Code section 47641(b). However, Charter School reserves the right to make written verifiable assurances that it may become an independent local educational agency (LEA) and join a SELPA pursuant to Education Code section 47641(a) either on its own or with a grouping of charter school LEAs as a consortium following the requirements of Education Code section 56195.3(b). In this instance, Charter School will execute a MOU with LAUSD on provisions of special education as a member of a non-LAUSD SELPA.

<u>**SELPA Reorganization**</u>

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

Program section of the SELPA. Charter schools accepted for participation in the Charter-operated Programs section receive support from a Special Education Director for the Charter-operated Programs.-

Use of District's Special EducationPolicies and Procedures and Data Systems

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of orders imposed upon the District pertaining to special education. 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.

All charter schools are required to interface with My Integrated Student Information System (MiSiS) via a web based Application Programming Interface (API). MiSiS is a suite of applications which is designed to capture all student data. .

<u>GENERAL INFORMATION</u>

• The and title of the contact person for the Charter School is:	Dr. Stephen Bluestein, Executive Director
• The contact address for the Charter School is:	15355 Morrison Street Sherman Oaks, CA 91403
• The contact phone number for the Charter School is:	(818) 808 - 0158
• The current address of the Charter School is (Please note: As charter schools' eligibility for and allocation of Proposition 39 facilities are determined on an annual basis, a charter school's current occupancy of Proposition 39 facilities is subject to change in subsequent school years.):	15355 Morrison Street Sherman Oaks, CA 91403
• This location is in the LAUSD Board District:	3
• This location is in the LAUSD Region:	North
• The grade configuration of the Charter School is:	5-8
• The number of students in the first year (should align with year 1 of the rollout plan, as well as the budget) will be:	125
• The grade level(s) of the students in the first year will be:	5-8
• The Charter School's scheduled first day of instruction in 2025-2026:	August 11, 2025
• The enrollment capacity will be: • (Enrollment capacity is defined as the total number of students who may be enrolled in Charter School regardless of student residency)	180
• The type of instructional calendar (e.g., traditional/year-round, single track/multi-track, extended day/year) will be:	Traditional
• The regular bell schedule (e.g., daily hours) for Charter School will be:	8:00-3:30
• The term of this Charter for Middle and High performing schools:	July 1, 2025 to June 30, 2030

Ivy Bound, opened in 2007 after authorization by the Los Angeles Unified School District (LAUSD) Board of Education, was designed to address the critical need for innovative educational alternatives in Sherman Oaks and the San Fernando Valley. For the past 17 years, we have been able to provide residents with a thriving, small learning community middle school that focuses on supporting our students while providing a safe environment that enhances learning. We believe that when a child feels safe and cared for at school, they are more inclined to learn. We believe that every child is entitled to a high-quality public education.

During the most recent school year, 2023-24, IBA served approximately 133 students in grades 5-8 with broad diversity in our small school community: 75.2% of our students are Socio-Economically Disadvantaged (SED), 19.5% are English Learners (EL) with another 38.3% of students Reclassified English-Fluent Proficient (RFEP), 9.0% are Students with Disabilities (SWD), 1.5% are Foster or Homeless Youth (F/HY);[1] 40.6% are Hispanic/Latino, 51.1% are White, 2.3% are African American, 1.5% are Asian/ Filipino/Pacific Islander (AFPI), and 1.5% are Two or More Races.[2]

We note that these student demographics are considerably different than at our last charter renewal in 2016/17: Ivy Bound now serves twice as many students who are socio-economically disadvantaged (75.2% today compared to 35.1% in 2016-17), and ten times as many EL students (19.5% in 2023-24 compared to 1.8% in 2016-17):

	2016-17	2023-24
SED	35.1%	75.2%
EL + RFEP	1.8% + 25.7%	19.5% + 38.3%
SWD	7.7%	9.0%
F/HY	0%	1.5%
Hispanic/Latino	28.4%	40.6%
White	57.7%	51.1%
African American	2.7%	2.3%
AFPI	6.3%	1.5%

(Source: https://dq.cde.ca.gov/dataquest.)

While there had been steady changes each year, the 2023-24 SED rate is a 25.6 percentage point increase over the prior year, and our EL rate doubled in one year from 10.1% to 19.5%. This significant

---

[1] California Department of Education: Dataquest. 2023-24 Enrollment by Subgroup: Ivy Bound Academy of Math, Science, and Technology Charter Middle Report. Accessed July 3, 2024 from https://dq.cde.ca.gov/dataquest/dqcensus/EnrCharterSub.aspx?cds=19647330115113&agglevel=school&year=2023-24&ro=y.
California Department of Education: Dataquest. 2023-24 Enrollment by English Language Acquisition Status (ELAS): Ivy Bound Academy of Math, Science, and Technology Charter Middle Report. Accessed July 3, 2024 from https://dq.cde.ca.gov/dataquest/dqcensus/EnrELASLevels.aspx?cds=19647330115113&agglevel=school&year=2023-24&ro=y&ro=y.
[2] California Department of Education: Dataquest. 2023-24 Enrollment Report by Ethnicity: Ivy Bound Academy of Math, Science, and Technology Charter Middle Report. Accessed July 3, 2024 from https://dq.cde.ca.gov/dataquest/dqcensus/EnrEthLevels.aspx?cds=19647330115113&agglevel=school&year=2023-24.

shift was in part due to an influx of students at the start of 2023-24 from North Valley Military Institute, a charter school that had been located nearby and closed abruptly at the start of the new school year.[3]

Over the past charter term, Ivy Bound has achieved some notable accomplishments:

- Rated "Middle Performing School" based on applicable Education Code and the California Department of Education (CDE) according to data on the 2023 California School Dashboard (Dashboard) reports.
- Awarded a $50,000, two-year grant from the CDE in partnership with the Orange County and Butte County Office of Education, to receive professional development and coaching in implementing the CA Multi-Tiered System of Supports (MTSS) framework "with a focus on building or enhancing the social-emotional well-being of youth using UDL, Trauma Informed Practices and CLRT practices."[4]
- Achieved Gold Level three times in the MathCounts Competition series where our students meet weekly to complete math tasks and compete against other U.S. middle schools for ranking and prizes, all while gaining practice in standards-aligned mathematics to build and reinforce their foundational knowledge and advanced concepts.
- Students compete in the national Stock Market Club against student teams from other schools; we also launched a Robotics Club where students experiment in building Lego robotics circuits in local competitions.
- Participate yearly in the Sherman Oaks Street Fair, supporting our local Chamber of Commerce and remaining active contributors to the community.
- Organize High School Night each year, a chance for students and families from Ivy Bound and surrounding middle schools to learn about their nearby high school options via presentations. Families from more than a dozen high schools attend and students have an opportunity to hear what each school has to offer so they can make the best choice for their futures.

ACADEMIC PERFORMANCE DATA AND OTHER ABSOLUTE AND COMPARATIVE PERFORMANCE INDICATORS: IBA MEETS CHARTER RENEWAL CRITERIA UNDER EDUCATION CODE SECTION 47607.2

As detailed in the *LAUSD Independent Charter School Renewal Petition Application Guide for 2024-25, updated May 22, 2023* (LAUSD Renewal Policy), as well as the *LAUSD Policy and Procedures for Charter Schools, June 20, 2023* (LAUSD Charter Policy), pursuant to amendments to the Charter Schools Act by A.B. 1505, "The renewal criteria prescribed in Education Code sections 47607 and 47607.2 requires a three-pronged analysis:

- **Criterion 1:** Does the renewal petition include a sound educational program, a reasonably comprehensive description of the 15 elements required for petitions, an affirmation of each of the conditions described in Education Code section 47605(e), and are petitioners likely to successfully implement the program set forth in the petition? (Ed. Code, § 47607(b).)
- **Criterion 2:** Is the charter school "high," "middle," or "low" performing? (see Ed. Code, §§ 47607(c), 47607.2(a), and 47607.2(b).) Has the charter school attained measurable increases in academic achievement schoolwide and for numerically significant subgroups served by the charter school, and does the charter school have strong postsecondary outcomes, if applicable?

---

[3] https://edsource.org/2023/north-valley-military-institute-shuts-down-amid-widespread-controversy/697464
[4] https://ocde.us/MTSS/PublishingImages/Pages/2021-Phase-3-CA-MTSS/Phase%203%20Consortium%20Flyer.pdf

- **Criterion 3:** Are the charter school's enrollment or dismissal practices discriminatory, or does the charter school have substantial fiscal or governance issues? (Ed. Code, 47607(e).)[5]

We address each of these criteria in turn.

IVY BOUND MEETS CRITERION 1 FOR RENEWAL WITH A SOUND EDUCATIONAL PROGRAM, A COMPREHENSIVE CHARTER PETITION, ALL AFFIRMATIONS DESCRIBED IN EDUCATION CODE 47605(E), AND IS LIKELY TO SUCCESSFULLY IMPLEMENT THE PROGRAM SET FORTH IN THIS PETITION

As detailed in the LAUSD Renewal Policy, Criterion 1 "requires an analysis of the following [subsection letters added for clarity]:

[a] Whether the petition includes a sound educational program;
[b] Whether the petition contains a reasonably comprehensive description of the 15 elements required for petitions;
[c] Whether the petition contains an affirmation of each of the conditions described in Education Code section 47605(e); and
[d] Whether the charter school is likely to successfully implement the program set forth in the petition. Education Code section 47607(b) provides that renewals are governed by the standards and criteria described in section 47605 applicable to initial petitions." (The LAUSD Board may not consider the community impact analysis or District fiscal analysis in determining whether to grant or deny a renewal petition).[6]

Regarding subparts (b) and (c) above, we respectfully submit that Ivy Bound herein presents a reasonably comprehensive description of all 15 elements required for charter petitions and that the Affirmations, Assurances and Declarations contained above, which consist of the District's *Federal, State and District Required Language*, meet the requirements of Education Code section 47605(e).

As for the soundness of IBA's educational program and the capacity of our team to implement the program detailed throughout these pages – subparts (a) and (d) above -- LAUSD's Charter Policy notes that these "are assessed through the past performance of the existing charter school as indicators of likely future performance, including any applicable benchmarks that have been established. The LAUSD Board will examine the charter school's record in four key areas of charter school performance:

1) Governance
2) Student Achievement and Educational Performance
3) Organizational Management, Programs and Operations
4) Fiscal Operations."[7]

First, we note that the LAUSD Board has authorized Ivy Bound Academy three times already, finding that we presented a sound educational program and appropriate capacity to implement it, through authorization of our initial charter petition in 2007, renewal in 2012, and our last renewal in 2017. While we have updated several components throughout this charter, our educational program remains fundamentally consistent with what our original founding team – including two of our current Board

---

[5] *LAUSD Policy and Procedures for Charter Schools*, August 11, 2020. Last amended June 20, 2023.
[6] Ibid.
[7] Ibid., p. 28.

members – originally envisioned.

The four criteria for renewal directly align with the Annual Oversight Visit review criteria applied by staff from the LAUSD's Charter Schools Division (CSD). Most recently, on January 18, 2024, CSD staff determined that IBA rated a 4/4 – "Accomplished" -- in Fiscal Operations, a 3/4 – "Proficient" -- in Governance[8] and Organizational Management, Programs and Operations, and a 2/4 – "Developing" – in Student Achievement and Educational Performance.

LAUSD CHARTER SCHOOLS DIVISION		SCHOOL NAME:	Ivy Bound Academy of Math, Science, and Technology Charter Middle
Annual Performance-Based Oversight Visit Report		DATE OF VISIT: 1/18/2024	

SUMMARY OF RATINGS (4)=Accomplished (3)=Proficient (2)=Developing (1)=Unsatisfactory			
Governance	Student Achievement and Educational Performance	Organizational Management, Programs, and Operations	Fiscal Operations
3, Proficient	2, Developing	3, Proficient	4, Accomplished

Source: LAUSD CSD Annual Oversight Visit Report for Ivy Bound Academy, January 18, 2024 (LAUSD Oversight Report 2024), pp. 2-3.)

Specifically, CSD commended several "Areas of Demonstrated Strength and/or Progress" for our Charter School:

Governance
- **GOVERNANCE STRUCTURE AND COMPLIANCE MONITORING:** The Governing Board has fully implemented in the school's operative charter, including all committees/councils; and has a system in place to ensure it consistently complies with the applicable open meeting requirements for local agencies (e.g., Brown Act, Gov. Code, § 54950 et seq.).
- **DUE PROCESS:** The Governing Board has well-developed systems in place to ensure that the school provides due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public.

Student Achievement and Educational Performance
- **DASHBOARD SCHOOLWIDE SUSPENSION RATE INDICATOR:** The schoolwide Dashboard ELA Indicator color is Blue, as compared to the state's color of Orange. The school's 2023 percentage of students suspended at least one day (0.0%) is lower than the state average (3.5%).

Organizational Management, Programs, and Operations
- **SPECIAL EDUCATION:** The school has a well-developed system in place for full

---

[8] As noted by CSD in the Oversight Report, "A charter school cannot receive a rating greater than 3 in this category if it receives an overall rating of 2 or 1 in any other category (Student Achievement and Educational Performance; Organizational Management, Programs, and Operations; or Fiscal Operations)." (LAUSD 2024 Oversight Report, p. 6, emphasis and highlights in original.) We received a "4" in Governance in 2023. Despite the fact that CSD found no "Areas Noted for Further Growth or Improvement" and no "Corrective Action Required," this new "policy" declares that a "2" in Education means that our Governance is downgraded to a "3."

implementation and monitoring of its special education processes and program in compliance with all requirements; provides staff with regular and ongoing professional development/training to support implementation of its special education program; and is documented in Welligent, adheres to mandated IEP timelines and maintains accurate service provision records.

- **SCHOOL CLIMATE AND STUDENT DISCIPLINE:** The school has a well-developed and effective school climate and student discipline system that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights, as demonstrated by schoolwide suspension event rate data less than 3%, and suspension disproportionality rates that do not reach or exceed 4.5% for the Students with Disabilities or African American student groups.
- **STAKEHOLDER ENGAGEMENT AND INVOLVEMENT:** The school provided evidence of a well-developed and effective system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns; and, as applicable, implements as SSC, ELAC, and/or PAC in accordance with all legal requirements.

Fiscal Operations
- Ivy Bound's fiscal condition is positive, and received a rating of 4, Accomplished.

(LAUSD Oversight Report, 2024.)

The Oversight Report did include one item under "Areas of Concern" regarding student group outcome data on state assessments,[9] noting that, "In ELA and Math, none of the school's numerically significant student groups have DFS scores above the state average."[10] A complete analysis of Ivy Bound's student outcome data is included below, including efforts Ivy Bound is making to improve student group performance on state assessments.

IBA was not assigned any benchmarks at our last renewal.

We note that the strong marks in 2024 on our Oversight Visit are not an anomaly, but rather consistent with scores over this entire charter term:

Summary of LAUSD's Oversight Ratings for IBA (2017-18 to 2023-24)

Years	Governance	Student Achievement and Educational Performance	Organizational Management, Programs, and Operations	Fiscal Operations
2017-18	3	3	3	3
2018-19	3	3	1[11]	3
2019-20	4	4	3	3

---

[9] While this note was included under Organizational Management, it arguably is more appropriate under Student Achievement.

[10] LAUSD Oversight Report, p. 25.

[11] IBA received a "1" in 2018-19 due to a new employee being provided child abuse and mandated reporter training shortly after the six-week deadline, and failing to secure proper DOJ clearance from a vendor. IBA updated our policies and procedures and we have not had any issues like this in the past five years, as evidenced by the consecutive "3" scores in Organizational Management.

2020-21	4	2	3	4
2021-22	4	**No Rating**	3	4
2022-23	4	3	3	4
2023-24	3	2	3	4

Source: LAUSD Oversight Reports 2018-2024

As evidenced by these consistently strong annual reviews, *according to CSD staff*, IBA has both a strong educational program and is implementing that program well, with broad and strong capacity across our organization. **IBA thus meets Criterion 1** and warrants renewal, as further detailed below.

IBA MEETS CRITERION 2 AS A MIDDLE-TIER SCHOOL WITH STRONG SCHOOLWIDE AND STUDENT GROUP PERFORMANCE ON THE CA DASHBOARD AND MEASURABLE INCREASES IN ACADEMIC ACHIEVEMENT EACH YEAR OF THE CHARTER TERM

We are pleased that applicable law, as well as the CDE, determined that IBA is a "Middle Performing School" for purposes of charter renewal, based on the 2023 California Dashboard indicators:[12]

Source: https://www.caschooldashboard.org/reports/19647330115113/2023
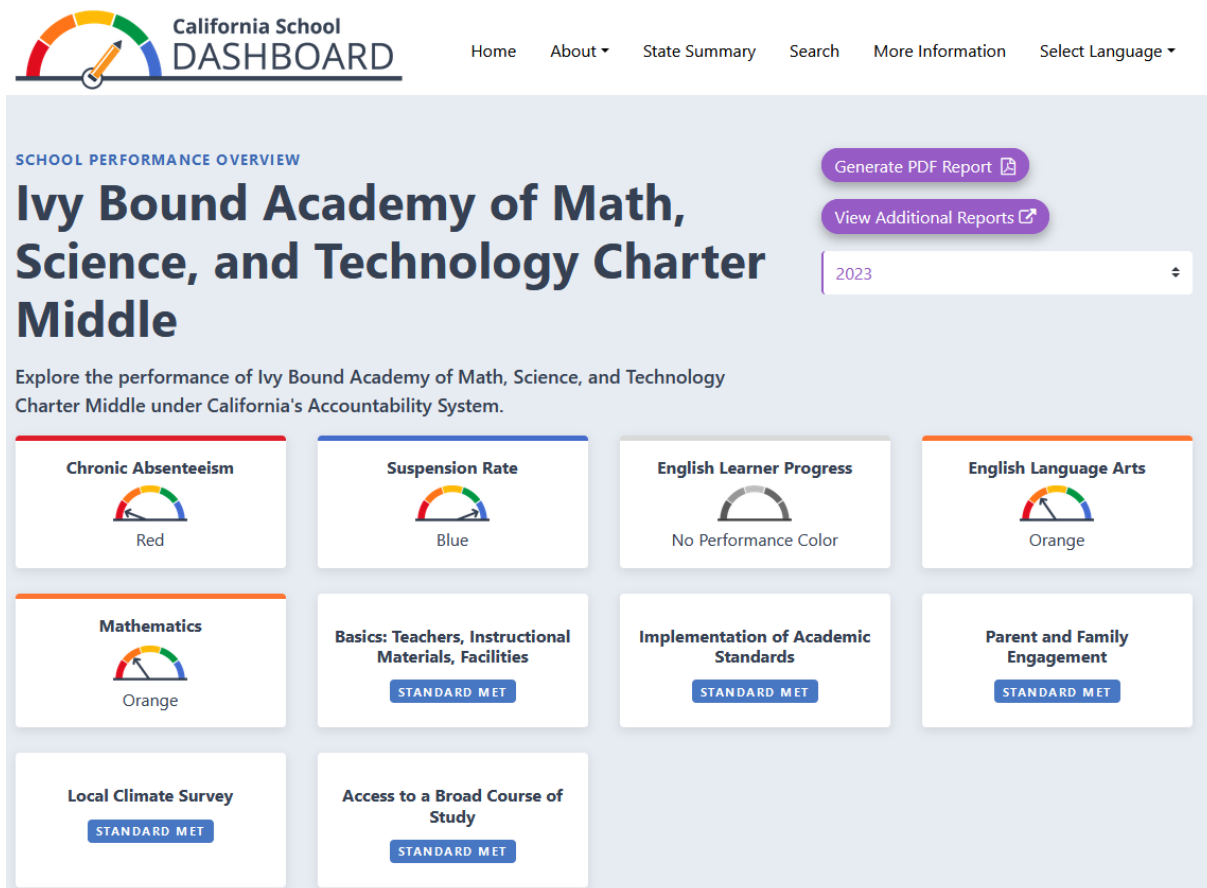
IBA achieved Blue, the highest of five tiers, for Suspension Rate, and Orange, the second lowest tier, for English Language Arts (ELA) and Mathematics. Like virtually every school across the nation and across

---

[12] https://www.cde.ca.gov/sp/ch/csperformcategory.asp.

the state of California, IBA continues to struggle with Chronic Absenteeism since the global pandemic, receiving the lowest rating of Red.[13] IBA was not issued a color for the English Learner Progress Indicator (ELPI), but as detailed below, our small cohort of 13 EL students made more progress than the State average in English proficiency.

The Dashboard for 2023 indicates that IBA meets all of the local indicators: Basics, Implementation of Academic Standards, Parent and Family Engagement, Local Climate Survey, and Access to a Broad Course of Study.

Compared to the State ratings on the 2023 Dashboard:
- IBA is in the same level as the State, Orange, in both ELA and Math
- IBA is one tier lower than the State in Chronic Absenteeism
- IBA is one tier higher than the State in Suspension Rate (and significantly higher than the State ELPI average, though IBA has no performance color).

2023 Dashboard Performance Levels

	Ivy Bound	CA
ELA	Orange	Orange
Math	Orange	Orange
English Learner Progress	No Color (due to small # in group, just 13 students; IBA 61.5% v. CA 48.7%)	Yellow
Chronic Absenteeism	Red	Yellow
Suspension Rate	Blue	Orange

Source: CASchoolDashboard.org.

For Middle Performing Schools, the LAUSD Charter Policy states the following considerations for renewal:

Pursuant to Education Code section 47607.2(b), the LAUSD Board shall consider the following:

1) The schoolwide performance and performance of all subgroups of pupils served by the charter school on both the state and local indicators on the California School Dashboard;
2) The LAUSD Board shall provide greater weight to the performance on measurements of academic performance on the California School Dashboard;
3) Until January 1, 2026, the LAUSD Board shall also consider clear and convincing evidence, demonstrated by verified data, showing either of the following:
   a. The charter school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school, or

---

[13] In the prior year, 2021-22, IBA reported 0% chronic absenteeism thanks to a diligent use of short-term independent study agreements in the first year back to full in-person learning following the onset on the COVID-19 pandemic. On the 2022 Dashboard, IBA's chronic absenteeism rating was in the highest tier (no colors were issued). Upon the Charter School ceasing the use of short-term independent study agreements in 2022-23, the chronic absenteeism rate naturally increased, resulted in a rating of Red on the Dashboard.

b. Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.[14]

We focus here first on IBA's schoolwide and student group performance on the Dashboard state indicators, with "greater weight" focused on the academic indicators. We then turn to the clear and convincing evidence demonstrated by "verified data," namely, Measures of Academic Progress (MAP) Growth by Northwest Evaluation Association (NWEA) test data showing that IBA is achieving measurable annual growth for our students.

IBA's 2023 California Dashboard Academic Indicators Warrant Renewal

In 2022, when testing resumed after the pandemic suspension, we were pleased to see that our students' performance on the California Assessment of Student Performance and Progress (CAASPP) matched the State in English Language Arts (ELA) – 12.3 Difference from Standard (DFS) for IBA and -12.2 DFS for California -- and was higher than the State average in Math (-37.1 compared to the State's -51.7 DFS). IBA's 2022 scores also were higher than the average across the District (all grades tested, 3-8 and 11). Furthermore, our students' performance on the CAASPP had not seen as steep a decline post-pandemic as seen across the State and LAUSD: IBA actually increased slightly in ELA performance while the State average dropped approximately 10 points and LAUSD dropped seven points, and in Math, IBA decreased 12 points compared to the State decrease of 18 points and LAUSD decrease of 17 points through the pandemic.

CAASPP Difference from Standard (DFS) 2019 to 2022 (pre-/post-pandemic)

	2019			2022		
	IBA	**LAUSD**	**CA**	**IBA**	**LAUSD**	**CA**
ELA	-13.8	-23.7	-2.5	-12.3	-30.8	-12.2
Math	-25.2	-54.1	-33.5	-37.1	-71.5	-51.7

Source: https://www.caschooldashboard.org

[2023 California Assessment of Student Performance and Progress (CAASPP)](#)

Source: https://www.caschooldashboard.org/reports/19647330115113/2023
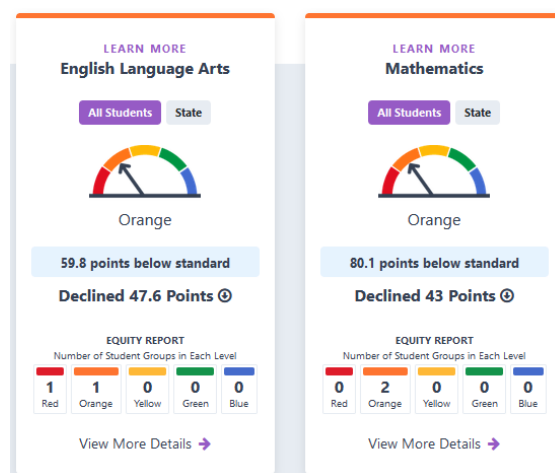
On the 2023 CAASPP, it would seem IBA realized our post-pandemic decrease: in ELA, the 124 IBA students tested in 2023 scored -59.8 DFS, a decline of 47.6 points from 2022; in Math, IBA was -80.1, a decline of 43 points from the prior year. Our two statistically significant student groups similarly declined: SED students (66 total students) were -71.7 in ELA and -94.3 in Math; White students (78 students) were -40.5 in ELA and -70 in Math. While we wish to emphasize the impact our small school size has on the data: Our instructional staff has worked to identify root causes of this decline, recognizing that our school saw a number of significant changes in the 2022-23 school year, including new school site leaders, and new teachers in ELA, Math, History/Social Science and Art.[15]

In particular, our 7th grade cohort in 2023 struggled on the CAASPP: 16.6% of students Met or Exceeded standards in ELA, with 19.5% Nearly Met and a 64.29% Not Met. This compares to 37.1% of 6th graders and 33.3% of 8th graders Met/Exceeded and 27-28.5% Not Met in 6th and 8th grades.[16] In Math, our 7th graders in 2023 were only 13.3% Met/Exceeded, and 62.2% Not Met, compared to 6th and 8th grades with 25-28.0% Met/Exceeded and 36% Not Met in 6th grade and 50% Not Met in 8th.[17]

Just prior to submission of this charter renewal petition, CDE released the 2024 CAASPP results. While DFS scores are not yet available, in ELA, 19.33% of our 119 students tested Met or Exceeded standards, and in Math, 16.00% Met or Exceeded standards.[18] As we noted at the start of Element 1, our enrollment demographics have changed over this charter term, including a one-year jump from roughly 50% Socio-Economically Disadvantaged students for several years, to 75.2% SED in 2023/24. We also increased from 10.1% to 19.6% ELs in one year, with these students speaking five different languages: Spanish, Armenian, Russian, Ukranian and Hebrew. In 2023-24, we had six Newcomer students across all grades that were new to Ivy Bound – most of them brand-new to the United States; we also added nine new Long-Term English Learner (LTEL) students across all grades – three new LTELs enrolled in 8th grade, two in 7th, three in sixth and one in 5th. Both of these groups of students can be challenging to serve, but Ivy Bound's personalized, individual approach not only makes these students feel welcome, but helps them develop English proficiency as quickly as possible. (See section below on English Learners.)

Not surprisingly, the cohort of students that was in 7th grade in 2023 and had significantly lower scores than their peers in other grades, continued to struggle in 8th grade in 2023-24. This group of students were just 10% Met/Exceeded in ELA, with 62.5% Not Met (a slight improvement over the prior year's rate of 64.29% Not Met for this cohort). Our youngest cohort, 5th grade, had just 11 students tested in 2024, *thus one student represents nine percentage points*. For this small cohort, 18.18% (two students)

---

[15] At the end of the 2021-22 school year, the second IBA school in Northridge was voluntarily closed due to declining enrollment. Our current principal, Shawn Huntsinger, who had started at IBA in 2013-14 as a teacher and then moved to our Northridge school to join the site administration, returned to IBA and became Principal in 2022-23. The ELA and Art teachers from Northridge also moved over to IBA. IBA's prior STEM Lab teacher became our Math teacher in 2022-23. Also in 2022-23, our 5th grade teacher (self-contained classroom) left IBA after the school year had begun to go to a private school.

[16] https://caaspp-elpac.ets.org/caaspp/ViewReportSB?ps=true&lstTestYear=2023&lstTestType=B&lstGroup=1&lstGrade=7&lstSchoolType=A&lstCounty=19&lstDistrict=64733-0115113&lstSchool=0115113&lstSubject=e&lstFocus=e

[17] Ibid.

[18] https://caaspp-elpac.ets.org/caaspp/DashViewReportSB?ps=true&lstTestYear=2024&lstTestType=B&lstGroup=1&lstSubGroup=1&lstGrade=13&lstSchoolType=A&lstCounty=19&lstDistrict=64733-0115113&lstSchool=0115113&lstFocus=a

Exceeded standards, 9.09% (one student) Met standards, none were Nearly Met, and the remaining 72.73% (eight students) were Not Met. This data is consistent with benchmark testing when students are new to Ivy Bound, typically entering our school several grade levels behind. While Ivy Bound helps students make progress, this is not always reflected in annual state test scores for our students who enter our school most behind their peers and most in need of additional supports.

In Math, the 40 students tested in our 8th grade cohort continued to struggle, with 12.5% Met/Exceeded, 15.00% Nearly Met and 72.50% Not Met. The other three grade levels ranged from 16.66-19.05% Met/Exceeded and 38.10% Not Met (7th grade) to 53.33% Not Met (5th grade). As detailed in the section below on "Verified Data," our 2023-24 NWEA MAP Growth data indicates promising growth for our students across the school year, though we believe some of students exhibited signs of "test fatigue" and perhaps were not producing their best work.

Our instructional staff has worked to identify root causes of this recent decline, recognizing that our school saw a number of significant changes in the 2022-23 school year, including new school site leaders, and new teachers in ELA, Math, History/Social Science and Art, with additional staffing changes in 2023-24.

In response to this data, IBA's instructional staff has and is taking the following steps:
- Through the new MTSS grant, our instructional team has participated in comprehensive professional development and guided practice in implementing MTSS, including deep dives into instructional strategies such as Universal Design for Learning (UDL), Culturally Relevant and Responsive Teaching (CRRT) and High-Leverage Practices (HLP). In addition, the professional development focuses on the importance of social emotional learning (SEL), Positive Behavior Intervention Supports (PBIS), and trauma-responsive practices.
- IBA's teachers and administrators view the professional development on a digital platform called Alludo. The platform has educational information and interactive activities that allow participants to self-reflect on their own practices and schoolwide practices. Participants complete activities to earn badges before moving on to the next section. Most of the components are completed and reviewed during IBA's professional development meetings throughout the year. We also had several faculty members attend a professional development conference on MTSS. They were then able to present new information and ideas that they learned to the rest of our faculty. The Alludo platform also provides school wide self-reflection tools, like the FIA and SIT assessments, that help us better understand our strengths and areas for growth.
- We now focus additional targeted support for students who are below grade level with the online adaptive learning programs Lexia (ELA and English language development) and ALEKS (math). These programs are self-paced, teacher-directed and personalized, responding in real time to student's responses and adjusting lessons and practice accordingly. Lexia and ALEKS also both provide our instructional staff in-depth data to supports IBA's MTSS model with the real-time, data-driven action plans for teachers. Lexia identifies and groups students for instruction, based on their risk of reading failure and also prescribes instructional strategies and supplemental materials needed to improve performance on grade-level assessments. All Ivy Bound students have a weekly requirement of Lexia usage assigned in their English class.
- Lexia English has been implemented with our growing EL student population, including a number of Newcomer students (new to the U.S. as recent immigrants).
- An instructional coach and instructional aides are being provided this school year for our instructional staff to better develop their teaching practice, with a focus on data-driven

instruction and differentiation in our MTSS model, and support in the classroom to provide more small group and one to one instruction and intervention.

English Learner Progress Indicator (ELPI)
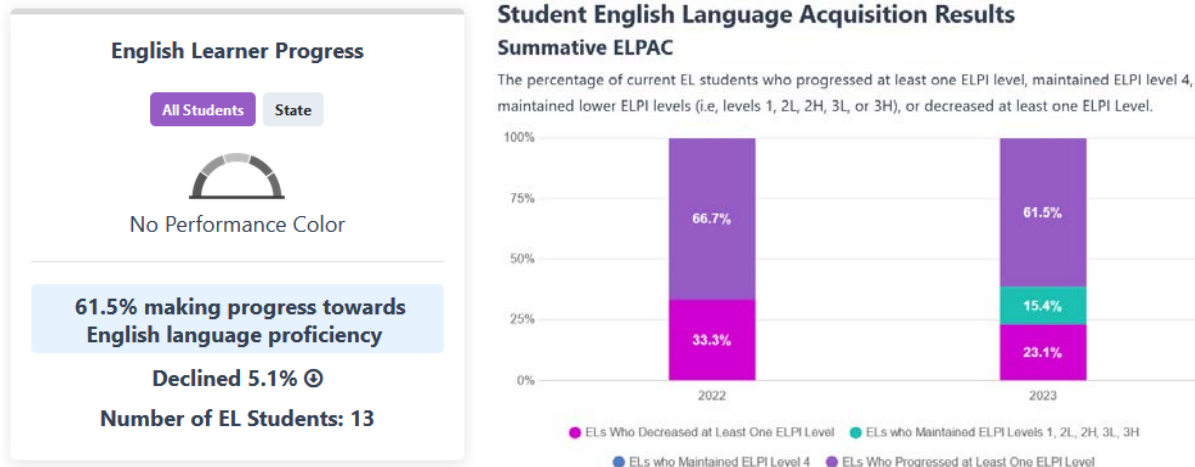
We are pleased that our 2023 ELPI of 61.5% was *higher* than the State average of 48.7% and LAUSD average of 48.4%, as illustrated below. IBA has a small population of EL students – just 13 students in 2022-23 – but 61.5% of them progressed at least one ELPI level, 15.4% maintained and 23.1% declined a level, compared to the State average of 48.4% increasing one level, 32.7% maintaining and 18.6% decreasing one level.[19]

Source: https://caschooldashboard.org

Chronic Absenteeism

[19] https://www.caschooldashboard.org/reports/ca/2023/academic-performance#english-learner-progress
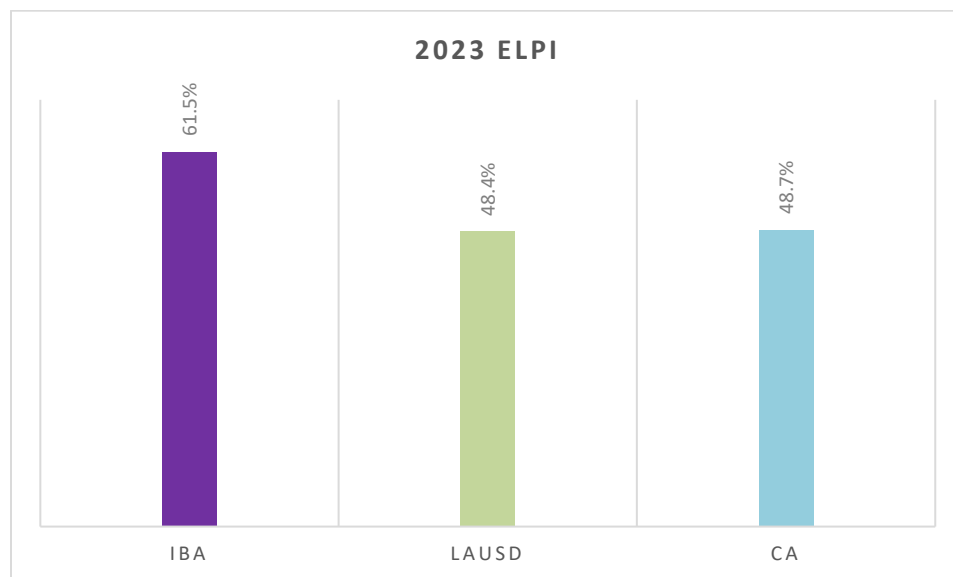
Chronic absenteeism measures the "percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled."[20] In 2022-23, IBA had a chronic absenteeism rate of 27%, slightly higher than the California average of 24.3%, but *lower* than LAUSD's chronic absenteeism rate of 31.0% in 2022-23. IBA nonetheless was rated Red due to the significant increase from 2022, when we reported a 0% chronic absenteeism rate due to the active use of short-term independent study agreements for any extended absences. IBA's three statistically significant student groups (SED, Hispanic/Latino[21] and White) also were all in the Red. Ivy Bound is working to reduce this rate through communications with families about the critical importance of consistent school attendance.

Source: https://www6.cde.ca.gov/californiamodel/grid?indicator=elpi&year=2023&cdcode=&scode=0126136&reporttype=sgroups
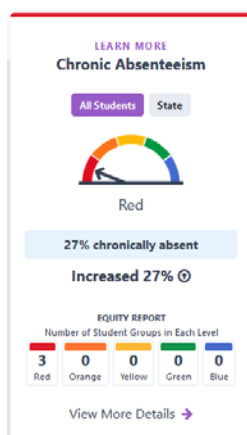
Suspension

We are quite proud that during this extended charter term, IBA has had *zero* suspensions and *zero* expulsions, rating the highest tier of Blue on the 2023 Dashboard and Blue on all years that colors have been issued by CDE. In comparison, the California average suspension rate in 2023 was 3.5%. Our small school size allows us to truly get to know our students well, which helps our faculty and staff know and understand when students are under strain and stress. Through PBIS and trauma-informed practices in our MTSS model, IBA's adults provide support to our students when they are not at their best, helping them redirect their behavior, resolve conflicts and refocus on learning.

---

[20] https://www.caschooldashboard.org/reports/19647330133884/2019/academic-engagement#chronic-absenteeism

[21] Hispanic/Latino students were not "statistically significant" on the CAASPP testing due to just 26 students in the group, with a minimum of 30 required to be "significant." For chronic absenteeism, 32 students were included in the Hispanic/Latino student group.

Verified Data Demonstrates That IBA Has Achieved Measurable Increases in Academic Achievement

We now turn to section (3)(a) of Criterion 2 for middle-performing schools, "[T]he LAUSD Board shall also consider clear and convincing evidence, demonstrated by verified data, showing . . . . the school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school."[22] The LAUSD Charter Policy notes:

> Effective January 1, 2021, pursuant to Education Code section 47607.2(c)(2), the State Board of Education adopted criteria to define verified data and identified an approved list of valid and reliable assessments. Staff's review of the charter school's submitted materials will be based on verified data sources and related information adopted by the State Board of Education (Education Code Section 47607.2(c)(3)). Charter schools submitting verified data for this purpose must adhere to the state-approved criteria.[23]

NWEA MAP Growth

IBA utilizes the MAP Growth by NWEA, on the CDE's list of "verified data" assessments. The State Board has approved the use of NWEA MAP Growth as "verified data," and in May 2023, published guidance on the use of MAP Growth:

> PUBLISHER GUIDANCE FOR SCHOOLS AND AUTHORIZERS
> **Understanding one year's progress from recommended verified data sources**
> This section contains the responses from publishers of all indicators recommended for approval, both in 2020 and 2023, on how data from their indicators should be used to understand one year's progress. This guidance represents the most recent information provided by publishers as of April 2023; however, schools and authorizers are encouraged to check with publishers for updates and changes.

Assessment	Publisher guidance
MAP Growth by	To demonstrate one year of growth, a school can contextualize the

---

[22] LAUSD Charter Policy, p. 36
[23] Ibid.

NWEA	average gains made by groups of students over the course of the year relative to NWEA school norms and summarize that normative growth **using the NWEA Conditional Growth Index (CGI) metric.** This metric is a standard score (z score or effect size), expressed in standard deviation units, that is calculated by subtracting the growth norm for a group of same-grade students in a school from the average growth attained by those students, and dividing that value by the standard deviation of growth. *A CGI range of -0.2 to 0.2 (or greater) could be used as an approximation of one year's growth (or more) in a subject,* as the overall average growth of students would be generally consistent with the amount of growth observed by students in the same grade and subject with the same starting achievement level receiving a similar amount of instructional exposure.
	MAP Growth has both student and school growth norms, and the CGI metric is available to contextualize the gains of individual students (student norms) or groups of same-grade students (school norms). The CGI metric for grades-within-schools is included on school and district reports and can also be calculated using an NWEA-provided calculator for groups of students not included in standard reports. Student-level CGI metrics, which are calculated in generally the same way, are included on classroom and school reports. Group-level summaries should leverage CGI values based on the school norms.

https://www.cde.ca.gov/be/ag/ag/yr23/documents/may23item02.docx (emphasis added).

In looking at specific student growth, "Average Growth is the amount of growth demonstrated, on average, for students in the same grade and subject and with similar starting achievement. This is the default "growth projection" in NWEA® reports. Approximately 50% of similar students meet or exceed this level of growth."[24] IBA administers the MAP Growth in Math, Reading, Language Usage and Science for all grades, 5-8.

In 2023-24, IBA's students in grades 5-8 had mixed results on the MAP Growth assessments over the school year:
- Our small cohort of 5th graders – just 11 students tested both fall and spring, thus each one represents almost 10% of their grade level cohort's outcome – saw 27-45% of these students (i.e., three to five students) achieve their individual growth targets for the year across all four subjects, yet did not meet the average CGI of -.2 to demonstrate the cohort achieved one year's growth.
- Our 6th graders – 26 students tested – fared better in Math and Sciencce, with an impressive CGI of 1.71 – the 96th percentile nationally – and 62% of students meeting their fall-to-spring growth target in Math; in Science the CGI of -0.02 was the 49th percentile (average) with 48% of students meeting their growth targets as NWEA would expect to see. In Language Arts however the 6th graders' CGI scores and percentiles were lower, yet 44% of students met their growth target in Reading; 32% met their growth target in Language Usage.
- For our 7th graders – 33 students – the CGI was above average in Math (0.24 CGI), Language Usage (0.30 CGI) and Science (0.44 CGI), ranging from the 60th to 67th percentile nationally. Our

---

[24]www.nwea.org/uploads/2020/09/MAP-Growth-Goal-Explorer-Users-Guide_NWEA_Guide.pdf

7th graders struggled in Reading however, with 36% meeting their individual growth targets for the year.

- Finally, our 8th graders – 32 students – had lower CGI scores, yet in Reading and Language Usage 44% of students met their growth targets and in Science 50% met their target, while in Math 38% of our 8th graders met their individual growth target for the year.

NWEA MAPs Growth 2023-24

Grade	Subject	CGI	CGI %ile	% Student Met Growth Target
5	Math	-0.83	20	36%
6	Math	1.71	96	62%
7	Math	0.24	60	33%
8	Math	-0.96	17	38%
5	Language Arts: Reading	-2.43	1	27%
6	Language Arts: Reading	-1.25	11	44%
7	Language Arts: Reading	-2.15	2	36%
8	Language Arts: Reading	-1.90	3	44%
5	Language Arts: Language Usage	-0.68	25	45%
6	Language Arts: Language Usage	-1.71	4	32%
7	Language Arts: Language Usage	0.30	62	48%
8	Language Arts: Language Usage	-2.07	2	44%
5	Science	-0.95	17	36%
6	Science	-0.02	49	48%
7	Science	0.44	67	55%
8	Science	-1.10	14	50%

Source: Internal data.

While we know we have significant room for further growth, we believe our instructional staff and students have weathered recent challenges and are in a strong position for continued growth.

IBA meets the requirements of Criterion 2.

IBA ALSO MEETS CRITERION 3 FOR RENEWAL: OUR ENROLLMENT AND DISMISSAL PRACTICES ARE NON-DISCRIMINATORY AND WE DO NOT HAVE ANY SUBSTANTIAL FISCAL OR GOVERNANCE FACTORS

Pursuant to Education Code Section 47607(e), Criterion 3 asks whether the charter school's enrollment or dismissal practices are discriminatory and whether the charter school has substantial fiscal or governance factors as grounds for nonrenewal.

LAUSD Charter Policy states: "Substantial fiscal factors may include, but are not limited to, issues related to the charter school's fiscal solvency, mismanagement of funds, cash flow concerns, or outstanding financial liabilities owed to the District and/or others (e.g., contractual obligations, judgments/settlements, unpaid bills or debts, fee-for-service arrangements, facilities-related costs,

Prop. 39 over-allocated space reimbursements, etc.)."[25] As noted under Criterion 1, IBA received a 2023-24 Oversight rating of *"4"/Accomplished* for Fiscal Operations and IBA's fiscal position is positive with a significant reserve.

LAUSD Charter Policy goes on to state, "Substantial governance factors may include, but are not limited to, issues related to the retention of faculty (such as school leadership and teachers) which rise to the level of disruption of delivery of educational programs; conflicts of interest; or, violations of the Brown Act or California Public Records Act."[26] Again, as detailed above under Criterion 1, IBA received a 2023-24 Oversight rating of "*3"/Proficient* for Governance and "4"/Accomplished in Governance each of the prior four years, with <u>no</u> "Areas Noted for Further Growth or Improvement" or "Corrective Action Required."[27]

The final consideration is whether "The charter school is not serving the pupils who wish to attend. Upon a finding that the charter school is not serving the pupils who wish to attend, LAUSD must identify evidence supporting this finding, including aggregate data reflecting pupil enrollment patterns at the charter school. (Ed. Code, § 47606(d).)"[28] IBA serves all students, including students who are academically low achieving, FRPL, ELs, SWD, F/HY, or student with other special needs. As detailed in Element 7, below, we engage in outreach each year in the surrounding community during our open enrollment period to inform families around the school about our program.

IBA meets all of the requirements of Criterion 3.

As demonstrated throughout the preceding pages and thorough data analysis, while this work is challenging, we believe IBA presents a sound educational program for our students, and we are achieving measurable increases in academic achievement year over year. Our team is well-qualified with strong capacity to continue implementing the program. We look forward to continuing our partnership with LAUSD for another five-year charter term.

SUCCESS OF THE INNOVATIVE FEATURES OF THE EDUCATIONAL PROGRAM

The backbone of our educational framework is the adaptation of Strategic Design for Student Achievement (SDSA)[29] as a model for standards-based instruction. The model is rooted in the Backward Design process for aligning lesson planning, instruction, and assessments to standards, and guiding teachers through a four-step process (see Instructional Design, below, for more details).

Among the central instructional pedagogies and strategies employed by the teachers are technology-based interactive, instructive and visual learning experiences, and project-based learning (PBL), all driven by data and tailored for a wide variety of needs among our diverse student population. Teachers employ SDSA to articulate a student's road towards standard mastery regardless of entry level. Technology-integrated instruction boosts student engagement and motivation, and appeals to varied learning styles and achievement levels. And when teachers facilitate students' engagement in PBL,

---

[25] LAUSD Charter Policy, p. 37.
[26] Ibid.
[27] LAUSD 2024 Oversight Report.
[28] Ibid, p. 38.
[29] Moody, S.Michael. Stricker, Jason M.Strategic Design for Student Achievement. Newy York: Teachers College Press. 2009.

learners share ownership in planning the trajectory of their learning, further amplifying and developing student motivation and engagement.

One of the basic tenets of the IBA program is the belief that all students can achieve if given access to the same tools and supports as their more affluent peers. By providing technology enhanced curriculum and supports to our students we have been bridging the academic gap between "the haves and the have nots," ensuring a quality education is available to all, regardless of socioeconomic status. Through a two-year grant from CDE, we are bolstering our MTSS program across academic and behavioral practices with ongoing professional development and coaching for our instructional staff.

Additionally, all IBA 8th grade students are enrolled in Algebra I, there is no lower level or 8th grade math course offered. IBA believes that this helps our students to be high school and college ready by preparing them for higher level mathematics courses.

SUCCESS OF THE SCHOOL'S EDUCATIONAL PROGRAM IN MEETING SPECIFIC NEEDS OF ITS STUDENT POPULATION

Along with the technology integration and support provided at our school, parents indicate the small school size and individualized attention as reasons they chose Ivy Bound Academy. In the most recent parent satisfaction surveys administered in the 2023-24 school year, parents/guardians indicated:

- I feel comfortable contacting my child's school or teacher whenever I have a concern or question. (4.59 – 4.77/5)
- I receive frequent communication from my child's school about upcoming events; the school has made significant effort to communicate with parents. (4.5/5)
- The school's office staff, teachers, and administrators are friendly and helpful. (4.5-4.82/5)
- The school treats all students with respect. (4.45/5)
- The school is a safe place for my child. (4.45/5).[30]

COVID-19 disrupted the learning progress for students but we were able to pivot well to distance learning. This was mainly due to the fact that teachers and students had experience using digital platforms that we use at the school. Before the pandemic, our teachers used Google Classroom on a daily basis so students and teachers were already familiar with assignments and grading via the platform. Additionally, all of our textbooks had already been online so students knew how to access them and find the necessary materials that were needed for instruction.

Even though we had technology infrastructure in place to help with the transition to distance learning, there were several concerns that needed to be addressed. It was essential that all students had internet connection and internet-connecting devices at home to access the online curricular materials. Therefore, we conducted surveys and directly contacted families to determine which students needed to Chromebooks and which students needed internet access. At no cost to families, the school loaned Chromebooks to students that needed them and also worked with a cell phone provider to secure personal hotspot devices for students that did not have internet access at home.

In addition to ensuring all students had access to the curriculum, we wanted to improve the technology software experience for both teachers and students, and thus purchased various online tool subscriptions to further support student instruction engagement and access, such as premium Zoom

---

[30] Internal data.

accounts for our teachers and the PDF editor, KAMI. We held several training sessions for students, parents, and teachers on how to access and use the curriculum and other digital resources. Trainings included parent and student orientations, which provided an overview of the essentials for successful use of Ivy Bound's technology systems and tools. In addition, training was provided to the community at large to develop in-depth knowledge about digital platforms like PowerSchool, Kami, and Google Classroom.

As shown during the pandemic, Ivy Bound is able to adapt to meet our students' needs.

AREAS OF CHALLENGE THE SCHOOL HAS EXPERIENCED AND HOW THEY HAVE BEEN/WILL BE IMPROVED

Enrollment

Total enrollment is not where we want it to be and has declined from 218 in the first year of this extended charter term (2017-18) to 133 in 2023-24. We have not had any large drop in a single year – each year's enrollment has been at least 85% of the prior year and in three of the past seven years declined by just four to six students (188 to 183 in 2019-20, 167 to 163 in 2021-22 and 129 to 133 in 2023-24).

Academic Year	Total
2023-24	133
2022-23	139
2021-22	163
2020-21	167
2019-20	183
2018-19	188
2017-18	218

Source: https://dq.cde.ca.gov/dataquest/dqcensus/EnrEthYears.aspx?cds=19647330115113&agglevel=school&year=2023-24

We know that there are more charter schools in our vicinity than there were when we opened 17 years ago and more magnet and themed-school options. We know that the District has seen a significant decline in its total enrollment. IBA had a student stability rate of 85.9% in 2022-23 (the most recent year with available data), slightly lower than the District rate of 89.6% and State rate of 90.5%.[31]

While this decline in enrollment has impacted our finances, IBA has a very healthy reserve, thanks in

---

[31]

https://data1.cde.ca.gov/dataquest/DQCensus/StbStudentReport.aspx?cds=19647330115113&agglevel=School&year=2022-23&initrow=Eth&ro=y

part due to the voluntary closure of our sister school, IBA#2, at the end of 2021-22, and the "transfer in" of $1.75M in assets. Our leadership team plans to engage in a targeted outreach campaign this winter with a variety of strategies including flyers, local media, social media, and post-carding to help drive an increase in enrollment. (See Element 7, below.)

Teacher Retention

In 2022-23, IBA experienced a significant turnover in administrators and teachers. With the closure of IBA#2 in Northridge, several staff members were moved to IBA: teachers in ELA, Art and Learning Lab were moved from the Northridge location, a teacher at IBA who previously taught STEM Lab was re-assigned to Math as we phased out the STEM Lab, and we hired a new History/Social Studies teacher, who in turn left during the year so we ended with a long-term substitute. The 5th grade teacher also was replaced mid-year in 2022-23 when she left for a private school. The only teachers at the school that were the same from 2021-22 to 2022-23 were Science and P.E., though three of the "new" teachers were from IBA's sister school.

For 2023-24 and into 2024-25, we have had much more stability with just two replacements each year. We increased teacher and staff salaries for 2023-24 to help retention and recruitment. Through our MTSS grant we have a reinvigorated focus on teacher coaching and professional development that ties teachers' learning to their classroom practice.

Student Achievement Data

We are working diligently to increase our student achievement scores schoolwide and in all statistically significant student groups.

As noted above in the section on CAASPP scores, some key strategies have been implemented. IBA's entire instructional team has engaged in deep learning on the **CA MTSS Framework** through the CDE MTSS grant program. Studying Universal Design for Learning strategies, Culturally and Linguistically Relevant Teaching, and CASEL's acclaimed SEL strategies all have helped guide a shift in our faculty, including the integration of behavioral and academic strategies in a holistic program.

Whole Child Domain

The whole child is supported through a multi-tiered continuum of research-based, system-wide practices of data-based decision making used to meet the academic, behavior, social-emotional and mental health needs of all students.

Inclusive Academic Instruction Features	Inclusive Behavior Instruction Features	Inclusive Transformative Social-Emotional Instruction and Mental Health Support Features
• Identify and utilize a comprehensive assessment system • Create and utilize teams, including specialized service providers • Provide a continuum of support that includes evidence-based practices for universal, supplemental, and Intensified supports for academic content • Develop guidelines to implement curriculum with Universal Design for Learning (UDL) • Utilize Content Standards and Curriculum Frameworks • Support Literacy across the content • Utilize P21 Framework • Integrate Culturally Relevant and Responsive Teaching Practices and Asset Based Pedagogies	• Identify and utilize a comprehensive assessment system • Create and utilize teams, including specialized service providers • Provide a continuum of support that includes evidence-based practices for universal, supplemental, and intensified supports for behavior • Integrate Behavior Supports	• Identify and utilize a comprehensive assessment system • Create and utilize teams, including specialized service providers, such as community mental health providers • Integrate trauma-informed practices • Provide a continuum of support that includes evidence-based practices for universal, supplemental, and intensified supports for social-emotional and mental health • Integrate SEL competencies aligned to CASEL CA's SEL Guiding Principles and CDE's T-SEL • Integrate mental health supports • Support Resilience in Schools

file:///C:/Users/tara/Downloads/O1.%20E2.%20The%20CA%20MTSS%20Framework%20sample.pdf

Our students use a web-based adaptive learning program in Math called **ALEKS** (*Assessment and Learning in Knowledge Spaces*) that is Common Core-aligned. This program differentiated instruction and practice for at-risk students, gifted students and students who learn differently, helping more students meet increasingly rigorous math content standards and preparing our students for high school and college level courses.

In ELA, IBA supplements the core curriculum with **Lexia PowerUp Literacy**. Through a singular focus on literacy and a full spectrum of solutions to support it, Lexia helps more learners read, write, and speak with confidence. Like ALEKS, this program provides detailed real-time data for our instructional team to track student progress. Further, Google Suite provides a platform for students to do essay word processing and for designing presentations.

Starting in the 2021 school year, we added Summer School, Acceleration Days, and an Independent Study Program. Each summer school session has 20-30 total instructional days and is run by fully credentialed teachers. In the 2022-23 school year, we added eight Acceleration Days to our school calendar, during which staff used internal NWEA MAP assessment data to guide instruction to strategically hone in on student learning.

In an effort to encourage more parent/guardian participation, IBA has provided numerous opportunities for families to get more involved. Monthly Booster Club meetings, Restaurant Nights, and schoolwide special events are additional opportunities for engagement. There are also parent surveys as well as Parent Information Nights where we gather input from parents. Their input was instrumental in the creation of our annual High School Night for parentsto meet with local high schools and learn about the options available to them. We also hold annual Parent Night trainings on ALEKS and Power School to assist parents with using the supports available to them at school.

We encourage families to check Power School daily to see examples of student work, student grades, and standards-based assessments, thus always maintaining an understanding of students' achievements and needs. Our culture of high expectations for all, and our emphasis on faculty/parent partnerships in monitoring and analyzing student learning, serve to support, motivate, and inspire students to achieve academic excellence.

STUDENT POPULATION TO BE SERVED

TARGET STUDENT POPULATION

As detailed above, our student demographics have changed over this extended charter term as the local population has seen shifts due to economic and other challenges. In 2023-24, our student enrollment was 40.6% Hispanic/Latino, 2.3% Black, 1.5% AFPI, 1.5% Two or More Races, and 51.1% White,[32] with 75.2% SED, 19.5% EL, 38.3% RFEP, 9.0% SWD, and 1.5% Foster Youth.[33] In 2023-24, more than one third of our EL students were recent immigrants to the U.S., with myriad needs, including Ukrainian students. Our 26 EL students last year spoke five different languages at home (Spanish, Armenian, Russian, Ukrainian and Hebrew). IBA welcomes all students.

ENROLLMENT PLAN

Grades	2025-26	2026-27	2027-28	2028-29	2029-30
5	12	20	22	25	25
6	35	43	48	50	50
7	38	40	48	50	50
8	40	40	50	50	55
	125	145	168	175	180

GOALS AND PHILOSOPHY

MISSION AND VISION

The **mission** of Ivy Bound Academy is to develop life-long learners with a strong foundation in the core subjects, extensive computer skills, and the confidence to pursue their goals and aspirations. We determine to perpetuate an atmosphere for advanced learning by targeting problem areas and helping our students overcome individual obstacles.

The **vision** of IBA, or IBA's philosophy, is that a student must feel at ease in their surroundings before

---

[32]

https://data1.cde.ca.gov/dataquest/dqcensus/EnrEthLevels.aspx?cds=19647330115113&agglevel=school&year=2023-24

[33]

https://data1.cde.ca.gov/dataquest/dqcensus/EnrCharterSub.aspx?cds=19647330115113&agglevel=school&year=2023-24

https://data1.cde.ca.gov/dataquest/DQCensus/EnrELAS.aspx?cds=19647330115113&agglevel=School&year=2023-24

they can fully take advantage of their academic environment. As a result, we focus on three key concepts to facilitate the development of a superior educational program ensuring that all of our students experience success. With an emphasis on a safe and nurturing environment, advanced academics, and extensive training in technology, we enable our students to reach their full potential.

In pursuing this goal, IBA has developed a strategic plan that consists of specific guidelines and tactics geared to support our students in becoming computer competent in a technology-driven world. We take on the responsibility of enforcing a higher education that involves critical and analytical thinking while developing problem-solving skills in a hands-on learning environment. We focus on clear writing, deducing and analyzing abilities which are made less complex to understand through our intensive technology schedule.

IBA understands that learning and growing is a constant process, and we are here to support each child in the exploration of their talents and abilities. Providing after-school study programs and extra-curricular activities geared towards individual interests and needs are part of instilling values of self-worth, confidence, and an overall positive way of thinking. Our approach is encouraging, imaginative and reinforced through expert instruction and consistent communication to form a meaningful higher education.

AN EDUCATED PERSON IN THE 21ST CENTURY

IBA defines an educated person in the 21st century as an individual who possesses the following skills and qualities to be both college-prepared and career-ready:

- Technological proficiency that extends from the classroom to the real world
- Ability to identify areas of interest, formulate questions, research topics, analyze evidence and set goals
- Enthusiasm for learning that lasts beyond the school years, creating self-motivated, competent, citizens who constantly seek to learn new things (lifelong learners)
- Literacy and competency in reading, historical context, mathematical reasoning, scientific processes, and inter- and intra-personal interactions
- Skill in written, oral, and creative self-expression.
- Ability to lead by identifying problems and assets, and designing thoughtful and effective initiatives to build the community
- Proficiency in self-reflection, self-assessment, and in giving and receiving feedback

We believe that these academic and technological skills and qualities are necessary for a person to thrive and flourish in the demanding global job market, and society, of today. We believe in fostering the development of these skills and qualities in an educational environment by upholding standards of academic excellence, involving students in democratic processes, and providing developmentally-appropriate learning experiences. Thus, IBA will encourage the creative and critical thinking skills that will enable our students to find workable solutions to challenges facing them and our world outside the school walls now and into the future.

HOW LEARNING BEST OCCURS

Brain-Based Research

Significant research has been done in the field of brain-based research on how students learn best.[34] IBA is committed to creating a learning environment that embodies the **twelve key principles of brain-based research.**[35] Specifically, we have determined that learning best occurs in an environment that:

- is accepting of varied methods of demonstrating knowledge (Principle 1)
- promotes physical and emotional health and well-being (Principle 2)
- supports questioning, experimentation, self-expression, creativity and appropriate risk-taking (Principle 3)
- encourages multi-disciplinary and cross-curriculum study (Principles 4)
- is relevant and authentic (Principle 4)
- is developmentally supportive (Principle 5)
- is democratic and student centered (Principle 5)
- models and requires high-level thinking skills and communication skills, including synthesis and analysis (Principle 6)
- models continued learning, interest and enthusiasm (Principle 7)
- celebrates cultural and individual diversity (Principle 7)
- models reflection and self-assessment (Principle 8)
- is rich and demanding and promotes depth of learning (as opposed to memorization only) (Principle 9)
- creates opportunities for knowledge to be applied to real-world contexts
- (Principle 10)
- is psychologically safe (Principle 11)
- provides a variety of ways for students to engage in coursework and in the school community (Principle 12)

As detailed below, our faculty's incorporation of Universal Design for Learning practices in planning instruction and assessments is based on current research

> The research basis for the general principles of UDL is grounded in modern neuroscience. The three basic principles are built upon the knowledge that our learning brains are composed of three different networks: affective, recognition, and strategic. The UDL Guidelines align these three networks with the three principles: affective to engagement, recognition to representation, and strategic to action and expression. Neuroscience provides a solid foundation for understanding how the learning brain intersects with effective instruction.

(https://udlguidelines.cast.org/more/research-evidence/)

IBA applies the following practices to foster the learning environment described above:

- teacher training on designing rigorous curriculum, meeting the needs of diverse learners, and creating a culturally sensitive, safe classroom climate

---

[34] Caine, R.N., & Caine, G. October 1990. Understanding a brain-based approach to learning and teaching. *Educational Leadership*. 48;2: 66-70. http://www.ascd.org/ASCD/pdf/journals/ed_lead/el_199010_caine.pdf; see also, Universal Design for Learning, e.g., https://udlguidelines.cast.org/.
[35] Ibid.

- student-centered curriculum with clearly articulated learning objectives that are aligned to Common Core State Standards - achieved through teacher training in and execution of Strategic Design for Student Achievement -- from which teachers can intentionally elect the following key pedagogies and instructional methods:
  - integration of technology across the curriculum
  - collaborative investigations and demonstrations (especially via project-based learning), coupled with authentic, standards-based assessments
  - data driven instruction in an engaging, authentic context: mini-lessons that address specific skills which assessment has revealed to be in need of support, within the context of larger projects
  - student-centered approach to teaching that provides guidance and adequate time for students to self-reflect and self-assess
- after and before school intervention and enrichment programs
- a code of conduct for all members of the school community (students, staff and parents) founded on a set of core values that promote individual and collective responsibility[36]

Strategic Design for Student Achievement

The model expands upon the research-based **Backward Design** process[37] with practical tools that allow teachers to be creative in designing lesson plans while staying aligned to standards and appropriate assessments.

Source: https://theequityedge.substack.com/p/from-understanding-by-design-ubd
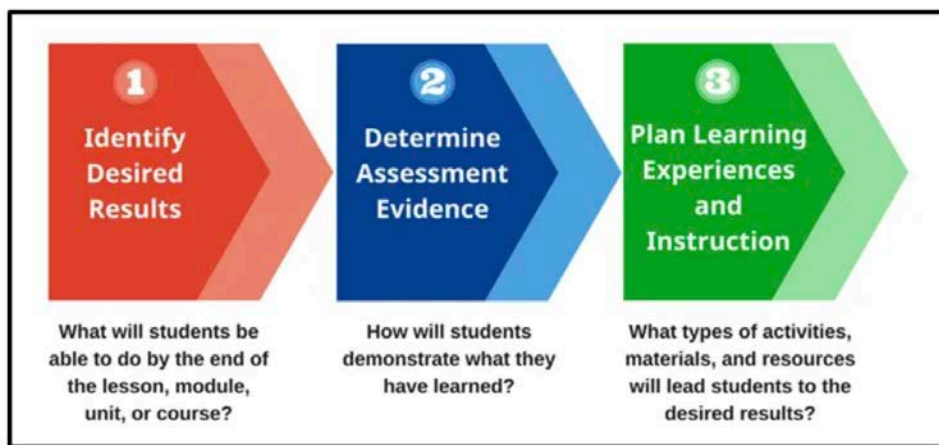
The backward design framework is useful because it includes "clear learning objectives, authentic assessments, and differentiated instruction [to]…ensure that students are actively engaged in learning

---

[36] U.S. Department of Education (2023). Guiding Principles for Creating Safe, Inclusive, Supportive, and Fair School Climates.
National Association for the Educatino of Young Children (2011). *Code of Ethical Conduct and Statement of Commitment*. Accessed from https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/Ethics%20Position%20Statement2011_09202013update.pdf on June 22, 2023.
[37] Wiggins, G. P., & McTighe, J. (2010). *Understanding by Design.* New York, NY: Pearson.

and have multiple opportunities to demonstrate their understanding."[38] It also highlights the "importance of alignment between learning objectives, assessments, and instruction, which can improve the quality and effectiveness of instruction."[39]

The original **Understanding by Design** (Ubd) framework is supported by cognitive psychology research. Findings indicate that instruction focused on deeper student understanding and application is more effective than rote memorization and practice. Research also shows that new knowledge is more likely internalized when a learner is provided time to internalize the background theories and concepts that they can employ in other contexts. Further, feedback is essential to gaining knowledge and skills, and assessments are effective when grounded in understanding rather than just focusing on reproducing facts.[40] As highlighted in the book *Upgrade Your Teaching: Understanding by Design Meets Neuroscience*, "the UbD framework was originally conceived in the 1990s to reflect the understanding about learning emanating from cognitive psychology…[but] it is now also supported by emerging insights from neuroscience about how the human brain best learns."[41]

The framework also has proven effective in the classroom, with studies revealing that the "implementation of the Understanding by Design model in teaching has positively affected student achievement."[42] For example, in a 2019 study of fourth grade science students, a "significant difference was found between the experiential group with the UbD practices and the control group with routine practices in favor of the former" when "investigating the effect of science teaching with the UbD model on science achievements and the permanence of learning for fourth grade students.[43]

Through IBA's California MTSS grant, our teachers are incorporating **UDL**, a framework developed "to improve and optimize teaching and learning for all people based on scientific insights into how humans learn. The goal of UDL is learner agency that is purposeful & reflective, resourceful & authentic, strategic and action-oriented. "[44]

---

[38] https://theequityedge.substack.com/p/from-understanding-by-design-ubd
[39] Ibid.
[40] Bransford, J., Brown, A., & Cocking, R. (2001). *How people learn: Brain, mind, experience, and school*. Washington, DC: National Academies Press.
[41] McTighe, Jay, and Judy Willis. *Upgrade Your Teaching: Understanding by Design Meets Neuroscience*. ASCD, 2019. P. 1.
[42] https://ejer.com.tr/the-effectiveness-of-understanding-by-design-model-in-science-teaching-a-quasi-experimental-study/
[43] Ibid
[44] https://udlguidelines.cast.org/

Universal Design for Learning Guidelines

The goal of UDL is **learner agency** that is purposeful & reflective, resourceful & authentic, strategic & action-oriented.

Design Multiple Means of **Engagement** →	Design Multiple Means of **Representation** →	Design Multiple Means of **Action & Expression** →
Access Design Options for **Welcoming Interests & Identities** (7) → • Optimize choice and autonomy (7.1) > • Optimize relevance, value, and authenticity (7.2) > • Nurture joy and play (7.3) > • Address biases, threats, and distractions (7.4) >	Design Options for **Perception** (1) → • Support opportunities to customize the display of information (1.1) > • Support multiple ways to perceive information (1.2) > • Represent a diversity of perspectives and identities in authentic ways (1.3) >	Design Options for **Interaction** (4) → • Vary and honor the methods for response, navigation, and movement (4.1) > • Optimize access to accessible materials and assistive and accessible technologies and tools (4.2) >

Source: https://udlguidelines.cast.org/

Throughout their planning, our instructional team now is incorporating both academic and behavioral interventions and supports through our "whole child" MTSS model, aligned to the California MTSS Framework:

Within the Framework's domain of "Integrated Supports," we have focused this past year on Strong and Positive School Culture Features (as evidenced by our suspension rate of zero and our strong parent/guardian satisfaction rates):

Strong & Positive School Culture Features

- Foster collaborative relationships
- Create a shared vision
- Identify ways for all staff to contribute
- Ensure all students have access to extra-curricular activities
- Demonstrate equitable, culturally relevant and responsive practices that respect diversity (CLRT)
  - Integrate trauma-informed and Restorative Practices
  - Utilize Transformative SEL

As noted above, our teachers and administrators are completing detailed and comprehensive professional development on **SEL** aligned to the acclaimed work of the Collaborative for Academic, Social, and Emotional Learning (CASEL, casel.org). As defined by CASEL:

> [SEL is] an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.
>
> SEL advances educational equity and excellence through authentic school-family-community partnerships to establish learning environments and experiences that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and ongoing evaluation. SEL can help address various forms of inequity and empower young people and adults to co-create thriving schools and contribute to safe, healthy, and just communities.

(https://casel.org/fundamentals-of-sel/.)

IBA teachers also have been engaged in professional development on CRRT practices. As summarized by one writer:

- **Culturally Relevant Pedagogy (CRP)** by Gloria Ladson-Billings (1994): is "a pedagogy of opposition specifically committed to collective, not merely individual, empowerment."
- **Culturally Responsive Teaching (CRT)** by Geneva Gay (2000) is used to describe "using the cultural characteristics, experiences, and perspectives of ethnically diverse students as conduits for teaching them more effectively."

Both CRP and CRT are powerful in their own right, and as a result, Dr. Nicole West-Burns merged these two in 2008 and began to use the term Culturally Relevant Responsive Pedagogy (CRRP). This way, "educators explore how they look at, understand, interact with and engage in meaningful

curriculum tied to who is in the classrooms and schools" (2018).[45]

SDSA provides a method by which teachers can map a student's road towards standard mastery regardless of entry level. Project-based learning is an ideal vehicle to implement backward design curricular approaches. A major benefit of technology is that it "empowers students to take ownership of their learning, expanding opportunities for self-directed and personalized learning experiences."[46] Technology is proven to be a motivating factor and increases achievement of all students regardless of ethnicity or prior achievement. *The Journal of Research on Technology in Education* has stated that there is a positive correlation between technology integration and an increase in math scores, school self- esteem, and general self-esteem for student of low socioeconomic status across ethnic lines.[47] As Dan Schwartz, Dean of Stanford Graduate School of Education explains, "Technology is a game-changer for [48]education. It offers the prospect of universal access to high quality learning experiences."

Technology-Integrated and Data-Driven Instruction

IBA's rigorous, standards-based curriculum is delivered through technology-enhanced, active instruction in all subject areas. Instructional delivery is aided by SMART Boards, Promethean Activ Walls, Chrome Books for student use, different web based education platforms such as Google classroom, ALEKS, Lexia, Nearpod, Kahoot!, Blooket, Classflow, ALEKS, NWEA MAP Growth Testing, Google Suite, TinkerCad, Code.org, and Kami, and many others provide students with visual and kinesthetic learning experiences that allow them to participate in their learning, not just be passivereceptacles of knowledge. This level of technology integration is not readily available in surrounding schools. A scientific study found computer use at school by students "will influence their academic achievement independently of the frequency of use."[49]

Research on the implementation of these forms of technologically-enhanced education has found the following benefits:[50]

- Student engagement
- Educators can use digital resources while maintaining dynamicinteraction with the entire class
- Interactive whiteboards allow computer-based learning withoutisolating students in front of individual computer screens
- Their large, visible workspace encourages a higher level of studentinteraction in both teacher-directed and group-based exchanges

---

[45] Peletz, A., *Culturally Relevant or Culturally Responsive? It can be both!* (June 30, 2021), Applied Coaching for Projects. https://www.appliedcoaching.org/post/culturally-relevant-or-culturally-responsive-it-can-be-both
[46] https://www.eschoolnews.com/it-leadership/2023/12/11/the-impact-of-technology-on-education/#:~:text=Life%2DLong%20Learning%20Skills%3A%20Technology,an%20ever%2Devolving%20technological%20landscape.
[47] Page, M. S. (2002). "Technology-enriched classrooms: Effects on students of low-socioeconomic status." *Journal of Research on Technology in Education*. 34;4: 389–409.
[48] https://news.stanford.edu/stories/2024/02/technology-in-education
[49] https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8920860/
[50] *Interactive Whiteboards and Learning: Improving student learning outcomes and streamling lesson planning*. (2006). Smart Technologies Inc. Accessed from http://downloads01.smarttech.com/media/education/pdf/interactivewhiteboardsandlearning.pdf on May 24 2023.

- Learner motivation
- Intrinsically motivated learners enjoy demonstrating their knowledge on the interactive whiteboard as a means of showcasingindividual achievement
- Extrinsically motivated learners are enticed by the "wow factor"and are motivated by the enjoyment of using the technology
- Interactive whiteboards are dynamic and compete successfully with student's favorite consumer technologies (e.g., games, cell phones, MP3 players), helping keep students focused and on task
- Knowledge retention
- Interactive whiteboards help make lessons memorable becausestudents are more engaged and motivated in class
- Different learning styles are accommodated by the technology,improving the chances of retention by all students
- Notes taken on the interactive whiteboard can be printed, e-mailedor saved, ensuring the entire class has access to accurate review material
- Learning styles and special needs
- Visual learners benefit from note-taking, diagramming andmanipulating objects or symbols on the large screen
- Kinesthetic and tactile learners can reinforce learning through exercises involving touch, movement and space on the interactive whiteboard
- Deaf and hearing-impaired students gain from the ability to both see visuals on the screen and the simultaneous use of sign language
- Visually impaired students with some vision ability can manipulate objects and text and participate in ways not possible on a small computer screen
- Special needs students with physical challenges or behavioral issues benefit from the interactive whiteboard. The large screen and touch-sensitive surface facilitate ICT learning beyond standard keyboard-and-mouse applications, and it can also be used to promote good behavior.
- Benefits to educators
- Interactive whiteboards are easy for beginners to walk up and use, shortening lesson integration time
- The technology motivates educators to incorporate and developmore digital and interactive resources into their lessons
- Notes and materials can be saved for review and used next class or next year

Access to computers is also offered before and after school for intervention in the Morning Assistance and Afterschool programs. Research on technological equity suggests that consistent access to technology after school is an essential component of closing the digital divide.[51]

In the 21st century, our challenge as educators has become how to teach digital natives using analog teachers. Marc Prensky writes in his book, Teaching Digital Natives: Partnering for Real Learning (2005), "there is so much difference between how students think and teachers think. Increasingly, we are failing to deliver what students need in theways that they need it - today's kids have a short attention span for our old ways of learning (and teaching)." The inclusion of technology in all of our classes and courses provides an innovative, equitable, student-centered learning experience that engages students enthusiastically in their coursework. Teachers are regularly trained in creating lesson plans that

---

[51] Warschauer, M. (2004). Technology, Academic Preparation, and Equity: A Comparative Study. UCACCORD Public Policy Series.

capitalize on both the Smart Board and Promethean ActivPanels to promote active learning in every classroom.

In addition to these direct benefits for our students, our faculty is able to leverage these adaptive learning programs and online assessment tools to track student mastery of specific content standards and development of specific skills and competencies. Countless research studies nationwide attest to the efficacy of data driven instruction, when data is triangulated, recent and regular.[52]

Project-Based Learning

IBA believes students learn best when they are actively involved in the learning process. Project-based learning has demonstrated positive results in countless research studies forengaging students and developing both academic and social skills necessary for success in school and life beyond school.[53] Project based learning is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question, problem or challenge.[54] Two gold standard studies conducted by researchers from the University of Southern California and Michigan State University provide compelling evidence that project based learning is an effective strategy for all students, outperforming traditional curricula for not only high achieving students, but across grade levels and racial socioeconomic groups.[55]

For EL and economically disadvantaged students, project-based learning takes on additional importance. The collaborative activities inherent to it provide ELs with systematic opportunities to improve their English proficiency in the context of authenticpeer communication. Group interactions with the focus on the task rather than the language provides a nonthreatening opportunity for the second language learner to listento other children's discourse and, once confident, to contribute to the conversation[56]. Research also indicates that the use of projects for the education of children living in poverty (1) increases their motivation for learning academic skills and the opportunity to meaningfully practice these skills, (2) helps children see themselves "as learners and problem solvers" and develops their self-esteem, (3) strengthens positive relationships between teachers and families, and (4) helps families become aware of resources available in their communities.[57]

In accordance with our educational philosophy, all four of these methodologies are supported by current brain-based research.[58]Furthermore, they are relevant to our target population in that we have

---

[52] National Center for Accountability (2002). *The Broad Prize for Urban Education: Showcasing Success, Rewarding Achievement*. Austin, TX: Author. Retrieved May 31, 2006; National Study of School Evaluation (2004). *Technical Guide to school and district factors impacting student learning.* Schaumberg, IL: Author.

[53] https://projectpals.com/post/could-pbl-level-the-playing-field-for-disadvantaged-students/

[54] https://www.pblworks.org/what-is-pbl#:~:text=Project%20Based%20Learning%20is%20a,question%2C%20problem%2C%20or%20challenge.

[55] https://www.edutopia.org/article/new-research-makes-powerful-case-pbl/

[56] Amaral A. et al. (2002). Governing Higher Education: National Perspectives on Institutional Governance. Short, D. J., & J. Echevarria. (December 2004). "Teacher Skills to Support English Language Learners." *Educational leadership:journal of the Department of Supervision and Curriculum Development, N.E.A.* 62;4: 8-13.

[57] Helm, J. H., & Lang, J.. (2003). "Overcoming the ill effects of poverty." In Helm, J. H., & Beneke S. (Eds.), *The power of projects: Meeting contemporary challenges in early childhood classrooms—Strategies and solutions* (pp. 19-33). New York, NY: Teachers College Press.

[58] https://www.pblworks.org/blog/how-pbl-connects-research-brain-science

a diversityof students. Therefore, IBA must provide teaching methodologies that will reach all students on the achievement continuum.

GOALS FOR ENABLING PUPILS TO BECOME AND REMAIN SELF-MOTIVATED, COMPETENT, AND LIFELONG LEARNERS

IBA believes that the goals highlighted above will help us to develop self-motivated, competent, lifelong learners by providing students with the tools necessary to achieve success in higher education. In addition, our school goals will support teachers by providing them with training and data to drive instruction. At the same time, giving parents access to their child's education and making them partners in their child's development and success.

Several aspects of our program are designed to expose students to the benefits of learning in order to instill internal motivation beyond just the honor roll. While recognizing the outstanding efforts of our highest performing students, IBA has also created systems that reward other indicators of success such as:

- **Student of the Month**: selected by the teachers, this recognition honors one student from each class for their hard work, positive attitude, and for being "Ivy Bound."
- **No Yellow Boxes**: recognizes all students on a weekly and quarterly basis that have no missing assignments in any class. Students are awarded a Free Dress Pass and other incentive item
- **the Ambassadors**: recognizes 8th grade students as peer mentors and campus leaders. Students are voted in based on teacher recommendation.

Finally, our emphasis on student self-reflection and self-assessment coupled with our culture that encourages students and families to continually login to PowerSchool to see teacher's assessment data, their current grades and any missing assignments, reinforces a positive approach to pursuing growth that empowers students and fosters self-motivation as they continually strive to improve.

Our use of technology and implementation of varied instructional strategies and assessments (such as projects and presentations), provide our students with a wide range of ways to both learn and demonstrate knowledge and skills. In this way, we hope all students become better acquainted with the ways they learn best and can work from strengths when faced with new challenges and learning opportunities in their future.

By instilling internal motivation and arming students with the ability to understand how they can utilize technology and different instructional strategies to learn best, we anticipate our students will be able to continue growing as learners long after they graduate our program. We also provide students with choices - of questions to pursue in their reports and projects, of enrichment opportunities after school - in order to foster curiosity and joy in learning that will remain with them throughout their lives.

Kotulak, R. (1996). *Inside the Brain: Revolutionary Discoveries of How the Mind Words*. Kansas City, MO: Andrews and McMeel.
Kuhl, J. (*1994*). *Motivation and volition*. In G. d'Ydewalle, P. Eelen, & P. Bertelson (Eds.). In *International perspectives on psychological science, Vol. 2*: The State of the Art. London, England: Psychology Press.

THE REQUIREMENTS OF EDUCATION CODE SECTION 47605 (C)(5)(A)(II)

Ivy Bound pursues the following school wide and subgroup outcome goals, based on the state priorities detailed in Education Code Section 52060(d). Student performance, and achievement of school wide, sub group, and individual student progressare measured by multiple and varied summative and formative assessments that are aligned to state and federal standards (including the new Common Core) and reflect proficiency measures as required by the new CAASPP/ Smarter Balanced (SBAC) assessments, as well as state priorities detailed in Education Code Section 52060(d).

The following chart details IBA's goals as of this petition submission, for all pupils pursuant to Education Code Section 52060(d), including specific annual actions the school takes to achieve each of the identified annual goals. As required under the Education Code, IBA engages its stakeholders in a collaborative process each year to update and prepare the annual LCAP to involve them in goal setting and prioritizing funding and expenditures school wide.

LCFF STATE PRIORITIES
GOAL #1

	Related State Priorities:
Provide a positive school environment, conducive to learning and respectful of others.	☒ 1 ☐ 4 ☒ 7 ☒ 2 ☐ 5 ☐ 8 ☐ 3 ☐ 6

Specific Annual Actions to Achieve Goal

- Provide a facility that is clean and safe
- Sufficient materials, textbooks and technology for student and teacher use
- Decrease the number of suspensions by focusing on schoolwide positive behavior support, communication with families and restorative justice.
- Provide a teaching staff that is high qualified and meets applicable credential requirements

Expected Annual Measurable Outcomes

Outcome #1: Provide a facility that is clean and safe

Metric/Method for Measuring: Daily site checks and regular campus inspections, annualSARC report (School Accountability Report Card), and compliance with health department requirements as evidenced through reports

APPLICABLE STUDENT GROUPS	Baseline (2023-24)	Y1 of Term	Y2 of Term	Y3 of Term	Y4 of Term	Y5 of Term
All students (School-wide and all subgroups)	≥90% of facilities issues addressed	≥90% identified facilities issues will be addressed within 30 days of reporting	≥90% identified facilities issues will be addressed within 30 days of reporting	≥90% identified facilities issues will be addressed within 30 days of reporting	≥90% identified facilities issues will be addressed within 30 days of reporting	≥90% identified facilities issues will be addressed within 30 days of reporting

Outcome #2: Sufficient materials, textbooks and technology for student and teacher use

Metric/Method for Measuring: Annual SARC report (School Accountability Report Card)

APPLICABLE STUDENT GROUPS	Baseline (2023-24)	Y1 of Term	Y2 of Term	Y3 of Term	Y4 of Term	Y5 of Term
All Students (School-wide)	100% of all students have access	100%	100%	100%	100%	100%

Outcome #3: Provide a high-quality teaching staff that is appropriately credentialed as defined by the California Commission on Teaching Credentialing (CCTC); including appropriate EL authorization; Ensure verification of proper credentials, DOJ, and TB clearance prior to start of employment for 100% of employees

Metric/Method for Measuring: Employee folders, SARC

APPLICABLE STUDENT GROUPS	Baseline (2023-24)	Y1 of Term	Y2 of Term	Y3 of Term	Y4 of Term	Y5 of Term
All Students (School-wide)	100% of employees screened and appropriately assigned	100% of employees screened and appropriately assigned	100% of employees screened and appropriately assigned	100% of employees screened and appropriately assigned	100% of employees screened and appropriately assigned	100% of employees screened and appropriately assigned

LCFF STATE PRIORITIES

GOAL #2

Increase the number of students who show grade level proficiency on the CAASPP in ELA and Math and maintain a high rate of EL students who demonstrate at least one year's progress on the ELPAC and are reclassified.	Related State Priorities: ☐ 1 ☒ 4 ☐ 7 ☐ 2 ☐ 5 ☒ 8 ☐ 3 ☐ 6

Specific Annual Actions to Achieve Goal

- School will fully implement state adopted ELA and Math academic content and performance standards for all students, including targeted student groups.
- School will implement academic content and performance standards for all subjects as they are adopted by the state.
- Leverage online adaptive learning programs including Lexia and ALEKS to provide additional practice and skills/content knowledge.
- Provide additional supports to students identified as not meeting grade level standards through MTSS model and differentiated, data-driven instruction.
- All teachers will participate in professional development on instructional strategies, supporting diverse students, MTSS including UDL, CRRT and SEL.
- Provide engaging PBL to motivate students to think deeply and critically, experiment, explore and learn.
- Provide personalized support for each EL student including those recently arrived in the U.S. and those who are LTELs, using SDAIE strategies for integrated instruction as well as providing targeted ELD through Lexia.

Expected Annual Measurable Outcomes

Outcome #1: Increase student proficiency of grade level content in ELA

Metric/Method for Measuring: Dashboard CAASPP scores in ELA

APPLICABLE STUDENT GROUPS	Baseline (2022-23)	Y1 of Term	Y2 of Term	Y3 of Term	Y4 of Term	Y5 of Term
All Students (School-wide)	-59.8	IBA will meet or exceed CA average scores or meet an annual target set in the school's LCAP (est. 3-5 DFS points)	IBA will meet or exceed CA average scores or meet an annual target set in the school's LCAP (est. 3-5 DFS points)	IBA will meet or exceed CA average scores or meet an annual target set in the school's LCAP (est. 3-5 DFS points)	IBA will meet or exceed CA average scores or meet an annual target set in the school's LCAP (est. 3-5 DFS points)	IBA will meet or exceed CA average scores or meet an annual target set in the school's LCAP (est. 3-5 DFS points)
English Learners	-95.6	IBA will meet or exceed CA average scores or meet an annual target set in the school's LCAP (est. 3-5 DFS points)	IBA will meet or exceed CA average scores or meet an annual target set in the school's LCAP (est. 3-5 DFS points)	IBA will meet or exceed CA average scores or meet an annual target set in the school's LCAP (est. 3-5 DFS points)	IBA will meet or exceed CA average scores or meet an annual target set in the school's LCAP (est. 3-5 DFS points)	IBA will meet or exceed CA average scores or meet an annual target set in the school's LCAP (est. 3-5 DFS points)
Socioecon. Disadv./Low Income Students	-71.7	IBA will meet or exceed CA average scores or meet an annual target set in the school's LCAP (est. 3-5 DFS points)	IBA will meet or exceed CA average scores or meet an annual target set in the school's LCAP (est. 3-5 DFS points)	IBA will meet or exceed CA average scores or meet an annual target set in the school's LCAP (est. 3-5 DFS points)	IBA will meet or exceed CA average scores or meet an annual target set in the school's LCAP (est. 3-5 DFS points)	IBA will meet or exceed CA average scores or meet an annual target set in the school's LCAP (est. 3-5 DFS points)
Students with Disabilities	-150.7	IBA will meet or exceed CA average scores or meet an annual target set in the school's LCAP (est. 3-5 DFS points)	IBA will meet or exceed CA average scores or meet an annual target set in the school's LCAP (est. 3-5 DFS points)	IBA will meet or exceed CA average scores or meet an annual target set in the school's LCAP (est. 3-5 DFS points)	IBA will meet or exceed CA average scores or meet an annual target set in the school's LCAP (est. 3-5 DFS points)	IBA will meet or exceed CA average scores or meet an annual target set in the school's LCAP (est. 3-5 DFS points)
Latino Students	-100.6	IBA will	IBA will	IBA will	IBA will	IBA will meet

		meet or exceed CA average scores or meet an annual target set in the school's LCAP (est. 3-5 DFS points)	meet or exceed CA average scores or meet an annual target set in the school's LCAP (est. 3-5 DFS points)	meet or exceed CA average scores or meet an annual target set in the school's LCAP (est. 3-5 DFS points)	meet or exceed CA average scores or meet an annual target set in the school's LCAP (est. 3-5 DFS points)	or exceed CA average scores or meet an annual target set in the school's LCAP (est. 3-5 DFS points)
White Students	-40.5	IBA will meet or exceed CA average scores or meet an annual target set in the school's LCAP (est. 3-5 DFS points)	IBA will meet or exceed CA average scores or meet an annual target set in the school's LCAP (est. 3-5 DFS points)	IBA will meet or exceed CA average scores or meet an annual target set in the school's LCAP (est. 3-5 DFS points)	IBA will meet or exceed CA average scores or meet an annual target set in the school's LCAP (est. 3-5 DFS points)	IBA will meet or exceed CA average scores or meet an annual target set in the school's LCAP (est. 3-5 DFS points)

Outcome #2: Increase student proficiency of grade level content in Math

Metric/Method for Measuring: Dashboard CAASPP scores in Math

APPLICABLE STUDENT GROUPS	Baseline (2022-23)	Y1 of Term	Y2 of Term	Y3 of Term	Y4 of Term	Y5 of Term
All Students (Schoolwide)	-80.1	IBA will meet or exceed CA average scores or meet an annual target set in the school's LCAP (est. 3-5 DFS points)	IBA will meet or exceed CA average scores or meet an annual target set in the school's LCAP (est. 3-5 DFS points)	IBA will meet or exceed CA average scores or meet an annual target set in the school's LCAP (est. 3-5 DFS points)	IBA will meet or exceed CA average scores or meet an annual target set in the school's LCAP (est. 3-5 DFS points)	IBA will meet or exceed CA average scores or meet an annual target set in the school's LCAP (est. 3-5 DFS points)
English Learners	-114.3	IBA will meet or exceed CA average scores or meet an annual target set in the school's LCAP (est. 3-5 DFS	IBA will meet or exceed CA average scores or meet an annual target set in the school's LCAP (est. 3-5 DFS	IBA will meet or exceed CA average scores or meet an annual target set in the school's LCAP (est. 3-5 DFS	IBA will meet or exceed CA average scores or meet an annual target set in the school's LCAP (est. 3-5 DFS	IBA will meet or exceed CA average scores or meet an annual target set in the school's LCAP (est. 3-5 DFS points)

		points)	points)	points)	points)	
Socioecon. Disadv./Low Income Students	-94.3	IBA will meet or exceed CA average scores or meet an annual target set in the school's LCAP (est. 3-5 DFS points)	IBA will meet or exceed CA average scores or meet an annual target set in the school's LCAP (est. 3-5 DFS points)	IBA will meet or exceed CA average scores or meet an annual target set in the school's LCAP (est. 3-5 DFS points)	IBA will meet or exceed CA average scores or meet an annual target set in the school's LCAP (est. 3-5 DFS points)	IBA will meet or exceed CA average scores or meet an annual target set in the school's LCAP (est. 3-5 DFS points)
Students with Disabilities	-167	IBA will meet or exceed CA average scores or meet an annual target set in the school's LCAP (est. 3-5 DFS points)	IBA will meet or exceed CA average scores or meet an annual target set in the school's LCAP (est. 3-5 DFS points)	IBA will meet or exceed CA average scores or meet an annual target set in the school's LCAP (est. 3-5 DFS points)	IBA will meet or exceed CA average scores or meet an annual target set in the school's LCAP (est. 3-5 DFS points)	IBA will meet or exceed CA average scores or meet an annual target set in the school's LCAP (est. 3-5 DFS points)
Latino Students	-96.2	IBA will meet or exceed CA average scores or meet an annual target set in the school's LCAP (est. 3-5 DFS points)	IBA will meet or exceed CA average scores or meet an annual target set in the school's LCAP (est. 3-5 DFS points)	IBA will meet or exceed CA average scores or meet an annual target set in the school's LCAP (est. 3-5 DFS points)	IBA will meet or exceed CA average scores or meet an annual target set in the school's LCAP (est. 3-5 DFS points)	IBA will meet or exceed CA average scores or meet an annual target set in the school's LCAP (est. 3-5 DFS points)
White Students	-74	IBA will meet or exceed CA average scores or meet an annual target set in the school's LCAP (est. 3-5 DFS points)	IBA will meet or exceed CA average scores or meet an annual target set in the school's LCAP (est. 3-5 DFS points)	IBA will meet or exceed CA average scores or meet an annual target set in the school's LCAP (est. 3-5 DFS points)	IBA will meet or exceed CA average scores or meet an annual target set in the school's LCAP (est. 3-5 DFS points)	IBA will meet or exceed CA average scores or meet an annual target set in the school's LCAP (est. 3-5 DFS points)

Outcome #3: Increase student proficiency on the California Science Test (CAST) for 5th and 8th graders via PBL and other learning strategies through the MTSS model.

Metric/Method for Measuring: CAST results (5th and 8th grades)

APPLICABLE STUDENT GROUPS	Baseline	Y1	Y2	Y3	Y4	Y5
All Students (Schoolwide)	23.72%	IBA will meet or exceed CA average Met/Exceeded rate for the same grade level(s) or meet an annual target set in the school's LCAP (est. 2-3 percentage points)	IBA will meet or exceed CA average Met/Exceeded rate for the same grade level(s) or meet an annual target set in the school's LCAP (est. 2-3 percentage points)	IBA will meet or exceed CA average Met/Exceeded rate for the same grade level(s) or meet an annual target set in the school's LCAP (est. 2-3 percentage points)	IBA will meet or exceed CA average Met/Exceeded rate for the same grade level(s) or meet an annual target set in the school's LCAP (est. 2-3 percentage points)	IBA will meet or exceed CA average Met/Exceeded rate for the same grade level(s) or meet an annual target set in the school's LCAP (est. 2-3 percentage points)
Socioecon. Disadv./Low Income Students	18.19%	IBA will meet or exceed CA average Met/Exceeded rate for the same grade level(s) or meet an annual target set in the school's LCAP (est. 2-3 percentage points)	IBA will meet or exceed CA average Met/Exceeded rate for the same grade level(s) or meet an annual target set in the school's LCAP (est. 2-3 percentage points)	IBA will meet or exceed CA average Met/Exceeded rate for the same grade level(s) or meet an annual target set in the school's LCAP (est. 2-3 percentage points)	IBA will meet or exceed CA average Met/Exceeded rate for the same grade level(s) or meet an annual target set in the school's LCAP (est. 2-3 percentage points)	IBA will meet or exceed CA average Met/Exceeded rate for the same grade level(s) or meet an annual target set in the school's LCAP (est. 2-3 percentage points)
White Students	17.08%	IBA will meet or exceed CA average Met/Exceeded rate for the same grade level(s) or meet an annual target set in the school's	IBA will meet or exceed CA average Met/Exceeded rate for the same grade level(s) or meet an annual target set in the school's	IBA will meet or exceed CA average Met/Exceeded rate for the same grade level(s) or meet an annual target set in the school's	IBA will meet or exceed CA average Met/Exceeded rate for the same grade level(s) or meet an annual target set in the school's	IBA will meet or exceed CA average Met/Exceeded rate for the same grade level(s) or meet an annual target set in the school's LCAP (est. 2-3 percentage

		LCAP (est. 2-3 percentage points)	LCAP (est. 2-3 percentage points)	LCAP (est. 2-3 percentage points)	LCAP (est. 2-3 percentage points)	points)

Outcome #4: Prevent dropouts by providing student support and intervention via the MTSS model, including tiered interventions.

Metric/Method for Measuring: Annual dropout rate

APPLICABLE STUDENT GROUPS	Baseline (2023-24 – internal data)	Y1	Y2	Y3	Y4	Y5
All Students (Schoolwide)	0	The dropout rate will be equal to, or less than, the State average for the same grades.	The dropout rate will be equal to, or less than, the State average for the same grades.	The dropout rate will be equal to, or less than, the State average for the same grades.	The dropout rate will be equal to, or less than, the State average for the same grades.	The dropout rate will be equal to, or less than, the State average for the same grades.
English Learners						
Socioecon. Disadv./Low Income Students	0	The dropout rate will be equal to, or less than, the State average for the same grades.	The dropout rate will be equal to, or less than, the State average for the same grades.	The dropout rate will be equal to, or less than, the State average for the same grades.	The dropout rate will be equal to, or less than, the State average for the same grades.	The dropout rate will be equal to, or less than, the State average for the same grades.
White	0	The dropout rate will be equal to, or less than, the State average for the same grades.	The dropout rate will be equal to, or less than, the State average for the same grades.	The dropout rate will be equal to, or less than, the State average for the same grades.	The dropout rate will be equal to, or less than, the State average for the same grades.	The dropout rate will be equal to, or less than, the State average for the same grades.

Expected Annual Measurable Outcomes

Outcome #5: Maintain a high rate of EL students gaining proficiency in English and being reclassified.

Metric/Method for measuring: Dashboard ELPI, ELPAC results, reclassification rates

APPLICABLE STUDENT GROUPS	Baseline (2022-23)	Y1	Y2	Y3	Y4	Y5
English Learners	ELPI 61.5%	EL students will advance at least one performance e level on	EL students will advance at least one performance e level on	EL students will advance at least one performance e level on	EL students will advance at least one performance e level on	EL students will advance at least one performance level on the

		the ELPAC each year ELPI will meet or exceed CA average on the Dashboard or meet annual growth target set in LCAP (est. 2-3%)	the ELPAC each year ELPI will meet or exceed CA average on the Dashboard or meet annual growth target set in LCAP (est. 2-3%)	the ELPAC each year ELPI will meet or exceed CA average on the Dashboard or meet annual growth target set in LCAP (est. 2-3%)	the ELPAC each year ELPI will meet or exceed CA average on the Dashboard or meet annual growth target set in LCAP (est. 2-3%)	ELPAC each year ELPI will meet or exceed CA average on the Dashboard or meet annual growth target set in LCAP (est. 2-3%)

LCFF STATE PRIORTIES

GOAL #3

Decrease chronic absenteeism and maintain low suspension and expulsion rates to help drive increases in student achievement through consistent attendance.	Related State Priorities: ☐ 1 ☐ 4 ☐ 7 ☐ 2 ☒ 5 ☐ 8 ☒ 3 ☒ 6

Specific Annual Actions to Achieve Goal

- Monitor student attendance and communicate concerns with families; stress the importance of attendance and arriving at school on time each day

Expected Annual Measurable Outcomes

Outcome #1: Decrease chronic absenteeism

Metric/Method for Measuring: Dashboard chronic absenteeism rate

APPLICABLE STUDENT GROUPS	Baseline (2022-23)	Y1	Y2	Y3	Y4	Y5
All Students (School-wide)	Chronic Absenteeism 27%	Chronic absenteeism will be the same or lower than the CA average on the Dashboard or meet annual reduction target set in	Chronic absenteeism will be the same or lower than the CA average on the Dashboard or meet annual reduction target set in	Chronic absenteeism will be the same or lower than the CA average on the Dashboard or meet annual reduction target set in	Chronic absenteeism will be the same or lower than the CA average on the Dashboard or meet annual reduction target set in	Chronic absenteeism will be the same or lower than the CA average on the Dashboard or meet annual reduction target set in LCAP (est. 2-3%)

		LCAP (est. 2-3%)	LCAP (est. 2-3%)	LCAP (est. 2-3%)	LCAP (est. 2-3%)	
English Learners	30.0%	Chronic absenteeism will be the same or lower than the CA average on the Dashboard or meet annual reduction target set in LCAP (est. 2-3%)	Chronic absenteeism will be the same or lower than the CA average on the Dashboard or meet annual reduction target set in LCAP (est. 2-3%)	Chronic absenteeism will be the same or lower than the CA average on the Dashboard or meet annual reduction target set in LCAP (est. 2-3%)	Chronic absenteeism will be the same or lower than the CA average on the Dashboard or meet annual reduction target set in LCAP (est. 2-3%)	Chronic absenteeism will be the same or lower than the CA average on the Dashboard or meet annual reduction target set in LCAP (est. 2-3%)
Socioecon. Disadv./Low Income Students	26.2%	Chronic absenteeism will be the same or lower than the CA average on the Dashboard or meet annual reduction target set in LCAP (est. 2-3%)	Chronic absenteeism will be the same or lower than the CA average on the Dashboard or meet annual reduction target set in LCAP (est. 2-3%)	Chronic absenteeism will be the same or lower than the CA average on the Dashboard or meet annual reduction target set in LCAP (est. 2-3%)	Chronic absenteeism will be the same or lower than the CA average on the Dashboard or meet annual reduction target set in LCAP (est. 2-3%)	Chronic absenteeism will be the same or lower than the CA average on the Dashboard or meet annual reduction target set in LCAP (est. 2-3%)
Latino Students	34.4%	Chronic absenteeism will be the same or lower than the CA average on the Dashboard or meet annual reduction target set in LCAP (est. 2-3%)	Chronic absenteeism will be the same or lower than the CA average on the Dashboard or meet annual reduction target set in LCAP (est. 2-3%)	Chronic absenteeism will be the same or lower than the CA average on the Dashboard or meet annual reduction target set in LCAP (est. 2-3%)	Chronic absenteeism will be the same or lower than the CA average on the Dashboard or meet annual reduction target set in LCAP (est. 2-3%)	Chronic absenteeism will be the same or lower than the CA average on the Dashboard or meet annual reduction target set in LCAP (est. 2-3%)
White Students	25.8%	Chronic absenteeism will be the same or	Chronic absenteeism will be the same or	Chronic absenteeism will be the same or	Chronic absenteeism will be the same or	Chronic absenteeism will be the same or lower

		lower than the CA average on the Dashboard or meet annual reduction target set in LCAP (est. 2-3%)	lower than the CA average on the Dashboard or meet annual reduction target set in LCAP (est. 2-3%)	lower than the CA average on the Dashboard or meet annual reduction target set in LCAP (est. 2-3%)	lower than the CA average on the Dashboard or meet annual reduction target set in LCAP (est. 2-3%)	than the CA average on the Dashboard or meet annual reduction target set in LCAP (est. 2-3%)

Outcome #2: Maintain low suspension rate through MTSS model, trauma-informed practices and SEL.

Metric/Method for Measuring: Dashboard Suspension Rate; expulsion rate

APPLICABLE STUDENT GROUPS	Baseline (2022-23)	Y1 of Term	Y2 of Term	Y3 of Term	Y4 of Term	Y5 of Term
All Students (School-wide)	0% suspension rate	Annual suspension rate will be maintained at ≤ 3%	Annual suspension rate will be maintained at ≤ 3%	Annual suspension rate will be maintained at ≤ 3%	Annual suspension rate will be maintained at ≤ 3%	Annual suspension rate will be maintained at ≤ 3%
English Learners	0% suspension rate	Annual suspension rate will be maintained at ≤ 3%	Annual suspension rate will be maintained at ≤ 3%	Annual suspension rate will be maintained at ≤ 3%	Annual suspension rate will be maintained at ≤ 3%	Annual suspension rate will be maintained at ≤ 3%
Socioecon. Disadv./Low Income Students	0% suspension rate	Annual suspension rate will be maintained at ≤ 3%	Annual suspension rate will be maintained at ≤ 3%	Annual suspension rate will be maintained at ≤ 3%	Annual suspension rate will be maintained at ≤ 3%	Annual suspension rate will be maintained at ≤ 3%
Latino Students	0% suspension rate	Annual suspension rate will be maintained at ≤ 3%	Annual suspension rate will be maintained at ≤ 3%	Annual suspension rate will be maintained at ≤ 3%	Annual suspension rate will be maintained at ≤ 3%	Annual suspension rate will be maintained at ≤ 3%
White Students	0% suspension rate	Annual suspension rate will be maintained at ≤ 3%	Annual suspension rate will be maintained at ≤ 3%	Annual suspension rate will be maintained at ≤ 3%	Annual suspension rate will be maintained at ≤ 3%	Annual suspension rate will be maintained at ≤ 3%

Outcome #3: Maintain low suspension rate and low expulsion rate through MTSS model, trauma-informed practices and SEL.

Metric/Method for Measuring: DataQuest Expulsion rate

APPLICABLE STUDENT GROUPS	Baseline (2022-23)	Y1 of Term	Y2 of Term	Y3 of Term	Y4 of Term	Y5 of Term
All Students (School-wide)	0% expulsion	Annual expulsion	Annual expulsion	Annual expulsion	Annual expulsion	Annual expulsion rate will be

	rate	rate will be maintained at ≤ .5% of student population	rate will be maintained at ≤ .5% of student population	rate will be maintained at ≤ .5% of student population	rate will be maintained at ≤ .5% of student population	maintained at ≤ .5% of student population
Latino Students	0% expulsion rate	Annual expulsion rate will be maintained at ≤ .5% of student population	Annual expulsion rate will be maintained at ≤ .5% of student population	Annual expulsion rate will be maintained at ≤ .5% of student population	Annual expulsion rate will be maintained at ≤ .5% of student population	Annual expulsion rate will be maintained at ≤ .5% of student population
White Students	0% expulsion rate	Annual expulsion rate will be maintained at ≤ .5% of student population	Annual expulsion rate will be maintained at ≤ .5% of student population	Annual expulsion rate will be maintained at ≤ .5% of student population	Annual expulsion rate will be maintained at ≤ .5% of student population	Annual expulsion rate will be maintained at ≤ .5% of student population

INSTRUCTIONAL DESIGN

CURRICULAR AND INSTRUCTIONAL DESIGN OF THE EDUCATION PROGRAM: KEY EDUCATIONAL THEORIES AND RESEARCH

Our model centers on three key strategies:
- Strategic Design for Student Achievement: student-centered, active learning strategies planned through a "backwards design" approach
- Technology-Integrated and Data-Driven Instruction
- Project-Based learning

Strategic Design for Student Achievement

Ivy Bound Academy's instructional design supports curriculum based on the California state content standards and uses **SDSA** as a model for standards-based instruction. This model draws upon the research-based Backward Design process for designing standards-based instruction, including:[59]

- Analysis and prioritization of state content standards
- Differentiation of assessment methods aligned to prioritized standards
- Implementation of innovative, research-based instructional pedagogies and strategies that align to measurable and specific student learning outcomes
- Emphasizing the presentation of clearly defined "Learning Targets" for all students by all teachers
- Technology-based interactive instruction and visual learning experiences
- Data-driven instruction
- Project-based learning

---

[59] Wiggins, G. P., & McTighe, J. (2010). *Understanding by Design.* New York, NY: Pearson.

- Cooperative group work and projects
- Inter-disciplinary approaches to curriculum
- Rubric self-assessment
- Analysis of achievement outcomes to determine effectiveness

SDSA guides teachers through a four-step process including:

Stage 1: Unpacking And Prioritizing State Content Standards

Teachers and administrators will apply specific tools necessary to "unpack" and prioritize content standards. This is a necessary prerequisite step to effectively designing assessments that are aligned to standards. Specifically, teachers will:

- Understand the three steps of backward design process
- Identifying desired results
- Designing and aligning assessments to those results
- Differentiating instruction to meet the needs of all learners
- Apply a concrete process for analyzing standards which helps teachers internalize the standards as well as determine the following information:
  - Level of thinking (based on Bloom's Taxonomy) required by students to reach mastery of the standard (this is tied to creating assessments)
  - Identification of standards that will serve as "anchors" upon which units can be based. Other standards are tied to these "anchor" standards within each unit designed by teachers (this will be tied to creating assessments for units as well as individual lessons within the unit).

Teachers in each of the content areas, including Physical Education and Art will use Common Core and California State Content Standards as part of this process.

Stage 2: Aligning Assessments (Formative and Summative) To Content Standards

Teachers will design effective assessments that are aligned to standards and provide an accurate measure of a student's ability to engage in the level of thinking that is required by each standard. Specifically, teachers will:

- Identify four overarching assessment methods (selected response, constructed response, performance assessment, and personal communication) from which to choose when designing standards-based assessments (both formative and summative)
- Analyze content standards to determine the "achievement target" embedded within each standard (achievement targets are the link between standards and assessment)
- Match an appropriate assessment method to each standard
- Establish and articulate clear criteria for reaching proficient performance on standards

Stage 3: Differentiating Instruction to Meet the Needs of All Learners

Teachers will design innovative instructional strategies by:

- Differentiating the content, process, and products delivered to students in order to provide equal access to standards-based education for all learnings (including) English language learners and students with special needs)
- Writing effective standards-based lesson plans, sharing explicitly with students the "Learning Targets" for the unit
- Exploring how all learners (including ELs and special needs students) vary in their readiness, interests and learning profiles).
- Using a repertoire of research-based instructional strategies proven to increase student achievement in a standards-based system (e.g. research from Marzano, Pickering, Pollock, Schmoker, Tomlinson, National Student Support Accelerator)[60]

All coursework will involve a rich repertoire of instructional strategies, curriculum, and materials. Many of the sample instructional strategies listed below incorporate one or more of the nine research-based strategies proven to have a positive effect on student learning as described in Classroom Instruction that Works.[61]

Sample instructional strategies will include:

- project based 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
- direct instruction
- research based projects
- cooperative group work and projects
- inter-disciplinary approaches to curriculum
- the presentation of clearly defined "Learning Targets" for all students by all teachers
- rubric self-assessment
- the involvement of community members and educational partners in instructional presentation
- mentoring program
- peer study groups

We have added three critical components to the SDSA process, as discussed above: integrated implementation of a **MTSS**; **UDL**; and **CRRT.**

In IBA's **MTSS** model, at the first Tier, we provide academic, behavioral, and SEL interventions, including PBIS, for all students. Through the UDL approach, teachers differentiate instruction and provide scaffolding and supports such as small flexible groups, questioning strategies, independent study,

---

[60] Tomlinson, C. A., & Allan, S. (2000) *Leadership for Differentiating Schools & Classrooms*. Alexandria, VA: Association for Supervision & Curriculum Development. https://studentsupportaccelerator.org/briefs/types-of-tutoring.
Marzano, R., Pickering, D., & Pollock, J. (2001). *Classroom instruction that works: Research-based strategies for increasing student achievement*. Alexandria, VA: ASCD.
[61] Ibid.

preview, review, and more. Teachers use consistent routines and clear behavioral expectations to actively reinforce appropriate behaviors. At key points throughout the school year teachers and school leaders review the effectiveness of Tier 1 instruction and behavioral strategies. When students are identified as needing additional support, Tier 2 strategies are provided.

Tier 2 supports are administered in addition to continued Tier 1 supports within the classroom, and include added time for intervention, smaller group instruction, peer tutoring, and one-on-one support for a more targeted, intensive level of support. Tier 2 strategies are data-driven and evidence-based decisions. The Principal monitors the effectiveness of Tier 2 interventions. When assessment measures indicate a student needs more support to access the core curriculum, Tier 3 services will be provided.

Finally, Tier 3 is comprised of highly targeted and intensive interventions for a very small number of students, utilizing a higher level of strategic collaboration and coordination among the generalized and specialized staff providing services to the student with both push-in and pull-out support. Tier 3 interventions may include extended learning time such as after-school, Saturday school or summer school programs. Tier 3 students have more frequent check-ins for progress.

The nine guidelines that guide teachers in planning differentiated, impactful instruction (aligned seamlessly to our MTSS model) included in **UDL** are grouped into three areas: Representation, Action & Expression, and Engagement. CAST provides myriad free resources for educators to learn and incorporate these practices strategically into their classrooms.

Representation

Design Options for Perception

- Support opportunities to customize the display of information (1.1)
- Support multiple ways to perceive information (1.2)
- Represent a diversity of perspectives and identities in authentic ways (1.3)

Design Options for Language & Symbols

- Clarify vocabulary, symbols, and language structures (2.1)
- Support decoding of text, mathematical notation, and symbols (2.2)
- Cultivate understanding and respect across languages and dialects (2.3)
- Address biases in the use of language and symbols (2.4)
- Illustrate through multiple media (2.5)

Design Options for Building Knowledge

- Connect prior knowledge to new learning (3.1)
- Highlight and explore patterns, critical features, big ideas, and relationships (3.2)
- Cultivate multiple ways of knowing and making meaning (3.3)
- Maximize transfer and generalization (3.4)

Action & Expression

Design Options for Interaction

- Vary and honor the methods for response, navigation, and movement (4.1)
- Optimize access to accessible materials and assistive and accessible technologies and tools (4.2)

Design Options for Expression & Communication

- Use multiple media for communication (5.1)
- Use multiple tools for construction, composition, and creativity (5.2)
- Build fluencies with graduated support for practice and performance (5.3)
- Address biases related to modes of expression and communication (5.4)

Design Options for Strategy Development

- Set meaningful goals (6.1)
- Anticipate and plan for challenges (6.2)
- Organize information and resources (6.3)
- Enhance capacity for monitoring progress (6.4)
- Challenge exclusionary practices (6.5)

Engagement

Design Options for Welcoming Interests & Identities

- Optimize choice and autonomy (7.1)
- Optimize relevance, value, and authenticity (7.2)
- Nurture joy and play (7.3)
- Address biases, threats, and distractions (7.4)

Design Options for Sustaining Effort & Persistence

- Clarify the meaning and purpose of goals (8.1)
- Optimize challenge and support (8.2)
- Foster collaboration, interdependence, and collective learning (8.3)
- Foster belonging and community (8.4)
- Offer action-oriented feedback (8.5)

Design Options for Emotional Capacity

- Recognize expectations, beliefs, and motivations (9.1)
- Develop awareness of self and others (9.2)
- Promote individual and collective reflection (9.3)
- Cultivate empathy and restorative practices (9.4)

(Source: https://udlguidelines.cast.org/more/research-evidence/#research-evidence-by-guideline-or-consideration)

CRRT includes reflection and planning that is embedded within the UDL process, as detailed in the "Engagement" realm. CRRT can be summarized as follows:

Ivy Bound's teachers have both formal professional development on these practices as well as collaborative planning time to help plan lessons, differentiate instruction for specific students and plan specific interventions.

Stage 4: Analysis of Achievement Outcomes to Determine Effectiveness

Teachers will analyze achievement outcomes by:

- Collaborating on lesson planning and delivery
- Examining student work
- Analyzing achievement data from in-house and state-mandated tests.

As a result of implementing and using this process, educational objectives become the criteria by which materials are selected, content is outlined, instructional procedures are developed, and tests and examinations are prepared. Teachers use the process on a continual basis to evaluate the effectiveness of materials and instructional strategies used in their classrooms. Thus, the process serves as the vehicle for ongoing conversations among and between grade levels and departments at IBA. Specifically, all teachers are charged with the responsibility of meeting weekly, as a staff, to engage in lesson study and the examination of student work in order to critically examine lessons to determine their effectiveness.

The Strategic Design process, aligned to NGSS,[62] enables teachers to design and deliver comprehensive, standards-based lessons, in which multiple standards from across the content areas are effectively addressed and assessed.

Technology-Integrated and Data-Driven Instruction

A core instructional tool available by teachers to elect under SDSA, we utilize technology-based interactive instruction and visual learning experiences to support achievement in all core subjects and to ensure students become literate in the technologies of the 21st century. Instructional delivery, aided by SMART Boards and Promethean ActivWall technology, provide students with visual and kinesthetic learning experiences that allow them to participate in their learning, not just be passive receptacles of knowledge.

Technology is fully integrated into academic coursework in all classes. All students apply technological solutions (e.g. multi-media presentations, spreadsheet applications, web design, project management tools, etc.) to academic and real-world situations.

Among other applications, they use technology to complete course work, and research academic projects, and examine career aspirations. For example, students in an eighth-grade history course use the internet to research a historical court decision, use Microsoft Office to write a report, and design and conduct multi-media presentations to demonstratefor their class.

Student and teachers at IBA use all forms of educational software programs including integrated learning systems, computer-assisted instruction, and computer-based instruction. Highlights include:

- SMART Interactive Whiteboards (all courses)
- Promethean ActivWall
- CHROME BOOKS (one-to-one student-to-device ratio)
- Lexia, ALEKS (online curricular programs)
- Nearpod, Kahoot!, Blooket, Classflow, Google Suite, Kami (interactive digital instructional tools)
- TinkerCad, Code.org (design applications)
- NWEA MAP Growth Testing (online assessment)

SMART Boards create a stimulating and engaging learning environment. Teachers create standards-based lessons using SMART Board software and students are then able to interactively complete the lesson in whole or small group, or individually using the touch screen.

ActivWalls allow teachers and students to connect wirelessly to view and share lesson resources with the entire classroom using Chromebooks. The system also allows teachers to poll the classroom for responses using the Chromebooks to measure student understanding and gather feedback. The teacher is able to control what is shown to the students on the board as well as what they can see on their own screens. This saves time and allows teachers to create lessons beforehand and then write the work directly on the slide as they review it in class. This also limits downtime, and aids classroom management, as learning can begin as soon as the class period starts and there is no downtime while the teacher prepares the lesson. In addition, the system provides teachers with the flexibility to walk

---

[62] https://www.nextgenscience.org/pe/5-ps1-1-matter-and-its-interactions

around the classroom wirelessly and still control the ActivWall. This enables the teacher to check in with students while still engaging the entire class. The system instantly displays student responses in a confidential manner that allows forfurther discussion or review. IT also provides a graph to easily and quickly highlight classwide understanding. Teachers are then able to post these slides, with the classroom notes included, to the Google website for absent students to access the day's lesson or for students to refer backto when doing their homework.

Chromebooks, the addition of 5 Chrome carts has allowed every classroom to become digital and have a one-to-one student-to-device ratio. Each Chrome cart is equipped with 30 Chromebooks providing a computer for each child in the class. This resource has allowed us to bring web based textbooks and instruction into the classroom. Each teacher has a website using the Google Classroom platform which allows students to submit work, find assignments, and even peer edit. This has also allowed teachers to bring web based learning into the classroom using Lexia, Nearpod, Kahoot!, Blooket, Classflow, ALEKS, NWEA MAP Growth Testing, Google Suite, TinkerCad, Code.org, and Kami. Each of these platforms allow students to engage in another level of kinesthetic learning to increase retention and understanding.

IBA capitalizes on the use of technology to implement data-driven instruction fueled by ongoing reflection by all stakeholders (faculty, administration, students and parents) on student achievement information. The pervasive use of PowerSchool - a Student Information System readily accessible by students, parents and faculty - ensures an abundance of recent student assessment (both formative and summative) data is always available. Our ongoing professional development focus on data driven instruction, allowing teachers to identify learning gaps and adjust their pedagogy and resources accordingly.

IBA's infrastructure of almost daily updates of student achievement data result in our school being able to implement the most effective form of data driven instruction. Through the use of technology, IBA has student portfolios on PowerSchool that include standardized tests, teacher-created assessments, and teacher comments. Through the use of Google Classroom and Lexia, teachers also are able to enhance individual student data with historical work samples over time that show growth and progress, rubrics evaluating projects and presentations, textbook assessments, and feedback from peers and teachers.

IBA uses all forms of assessment data to identify trends and track individual, class, and school-wide academic progress. The school uses PowerSchool to create a variety of reports on student achievement and missing assignments. These reports are used by teachers and other staff to collectively analyze student performance. We conduct a multi-year study of student performance by student group and grade level. Annually as an end of the year review, the school staff and its governing board examine the findings and plan to make appropriate adjustments to ensure the success of all students in the school.

Utilizing PowerSchool's many data points on each student, the school leadership tracks student progress to compare growth on two dimensions, correlation analyses (to address assumptions about student demographic factors and links to student achievement), and identification of patterns of behavior and achievement that can be addressed through instructional and behavioral policies and practices.

Data-driven conversations are principal-led, and include departmental and grade-level leaders, who assist teachers in designing common formative assessments, run data reports, and analyze data to inform instruction. Departments and grade levels are already provided with common planning time in order to examine data at least monthly. The principal continues to supervise the use of data by teachers through meetings with department leads, collection of data, and by monitoring actual student progress

through weekly examination of the data. In particular, the principal monitors the progress of all subgroups, particularly English Language Learners, socioeconomically disadvantagedand special education students. Patterns of academic achievement or behavior that may indicate declining progress or inequitable outcomes among different sub groups will be identified. Any problematic data trends will be directly addressed through meetings with individual teachers and departments, and through the examination of policies that may be contributing to declining achievement or inequities. At all times, teachers are expected to be able to articulate data patterns in their classrooms and describe what they are doing to raise the achievement of all students, and close any gaps that may exist.

Professional development (PD) surrounding data-directed instruction is twofold. Firstly, the staff will continue to be trained on how to interpret data, and will be engaged in critical analysis of the data in order to determine how the school can address any performance deficiencies or negative data trends. Secondly, the data analysis is tied to PD for, as gaps in student understanding become apparent, and teachers struggle to implement different curricular and instructional strategies, the school leader will identify needs by teachers to effectively address student needs. Through daily conversations and formal Friday PD meetings, the Principal will collaborate with teachers in identifying staff and individual faculty members' needs for training and support that is specificallyfocused on the identified students' needs.

Project-based Learning

Project- based learning capitalizes on students' natural curiosities and "encourages to think creatively, explore their interests… leading to a deeper level of engagement."[63] Through hands-on, engaging project-based learning model that emphasizes critical thinking and problem-solving abilities crucial in today's global workforce, Ivy Bound's students engage in debate, create, and demonstrate their learning in varied ways, working both collaboratively and independently. IBA's students foster cooperation in which each student can make a distinctive contribution as students remain engaged for significant periods of time as they draft, rework and reflect upon the final product. They also learn organizational skills, how to break down a project into smaller segments and setting a schedule for getting the tasks done. Project-based learning models the type of work students will carry out after the completion of school in the wider community, substituting intrinsic for extrinsic motivation,[64] and offer a proper venue in which to demonstrate the kinds of understandings that the student has (or has not) achieved in the course of the regular school curriculum.[65] Through project-based learning and interdisciplinary instruction, students will improve their critical thinking , collaboration skills, and motivation to learn.[66]

Students conduct experiments, build models, engage in research, discuss and debate, make mistakes and try again during PBL. Real world projects, science experiments, and other problem-based activities require problem solving, critical thinking and active engagement in classroom talk around the concepts and standards they are learning. Through project-based learning, we create a self-directed learning environment in which teachers are facilitators and students are learners and doers.

SDSA provides a method by which teachers can map a student's road towards standard mastery regardless of entry level. Project-based learning is an ideal vehicle to implement backward design

---

[63]https://www.smartlablearning.com/project-based-learning-benefits/#:~:text=Helps%20students%20build%2021st%2Dcentury,%2Dmaking%2C%20and%20project%20management.
[64] https://digitalcommons.buffalostate.edu/cgi/viewcontent.cgi?article=1001&context=careereducation_theses
[65] Gardner, H. E. (2008). [*Multiple Intelligences: New Horizons in Theory and Practice*.] Basic books.
[66] http://pblworks.org/sites/default/files/2019-01/FreeBIE_Research_Summary.pdf?_gl=1*brsnqi*_ga*MTc1NDM1NjQ0My4xNzI2MjgwNTc2*_ga_Q5LE6CC3DF*MTcyNjM0NTYxMS40LjAuMTcyNjM0NTYxMS4wLjAuMA...

curricular approaches. Technology is proven to be a motivating factorand increases achievement of all students regardless of ethnicity or prior achievement. *The Journal of Research on Technology in Education* has stated that there is a positive correlation between technology integration and an increase in math scores, school self- esteem, and general self-esteem for student of low socioeconomic status across ethnic lines (Page, 2002).

INNOVATIVE COMPONENTS OF THE EDUCATIONAL PROGRAM

Please refer to *Success of the Key and/or Innovative Features of the Educational Program*, and *Success of School's Educational Program in Meeting Specific Needs of its Student Population,* above.

KEY FEATURES OF THE EDUCATIONAL PROGRAM

Please refer to *Success of the Key and/or Innovative Features of the Educational Program*, and *Success of School's Educational Program in Meeting Specific Needs of its Student Population,* above.

CURRICULUM

As detailed above, in designing the curriculum, IBA educators utilize the 'backward design' approach. The ends will be the learning goals enumerated in the California Common Core State Standards (CA CCSS), Next Generation Science Standards (NGSS), CA Standards in ELA/ELD, History/Social Science, World Languages, Computer Science, Arts, P.E. and Health. Our faculty utilize the *Curriculum Frameworks for California Public Schools: Kindergarten through Grade Twelve,* including the new 2023 Mathematics Frameworks, as well as the CDE's *College and Career Readiness Anchor Standards for Grades 6-12*.[67] We incorporate updated legal mandates, such as AB 873 and the new requirement for students to learn media literacy as part of the State's Frameworks in English, math, science, and history.[68] As detailed above, our faculty use the SDSA model to plan and refine all curriculum and instruction.

Integral Features and Components of the Education Program by Subject Area

English Language Arts (Core)

The English Language Arts curriculum for all grade levels at Ivy Bound Academy is aligned to the Common Core State Standards and aims to cultivate literacy through a cohesive, comprehensive, and progressive learning sequence. The California ELA –ELD Frameworks are used by our faculty to design standards-based lessons in ELA and even across subjects. The curriculum balances oral and written language and encompasses all ELA foundations including reading, writing, speaking, and listening.

Students at IBA learn to read critically, analyze text thoughtfully, write clearly and purposefully, as well as use academically relevant listening and speaking skills in a widevariety of contexts.

Connected to these purposes is the interdisciplinary expectation that the development of each student's

---

[67] https://www.cde.ca.gov/be/st/ss/elaanchorstandards.asp

[68] Jones, C. (2023). "Recognizing fake news now a required subject in California schools." Cal Matters. Accessed from https://calmatters.org/education/k-12-education/2023/11/fake-news-california-school on March 3, 2024

literacy skills is a shared responsibility. Every teacher at IBA works collaboratively to develop the reading, writing, speaking, and listening skills of all students. IBA's curriculum philosophy supports the intent and purpose of the California Common Core State Standards for ELA/ Literacy and the State Board of Education's belief that "all of California's students will develop the readiness for college, careers, and civic life by the time they graduate from high school."[69] Our ELA program also focuses on assisting students to attain the 'capacities of literate individuals' as outlined by the National Governors Association (NGA) Center for Best Practices and the Council of Chief State School Officers (CCSSO) which state that they will:

- demonstrate independence
- build strong content knowledge
- respond to the varying demands of audience, task, purpose, and discipline
- comprehend as well as critique
- value evidence
- use technology and digital media strategically and capably
- come to understand other perspectives and cultures

ELA curriculum, as with all courses at IBA, is delivered in fully inclusive classrooms in which learners of all abilities participate. Appropriate differentiation is provided for students at all learning levels, this includes support services offered outside of the classroom.

In **Grade 5**, students extended Reading/Writing Workshop strategies and skills to complex texts from award-winning authors using McGraw Hill's Reading Wonders Workspace[70]. Students integrate reading across texts, build on themes, concepts, vocabulary, and comprehension skills and strategies, and expand their exposure to genre.

In **Grades 6-8**, students use McGraw Hill's StudySync[71], a complete ELA curriculum designed with embedded scaffolds and social emotional learning opportunities throughout the program, including opportunities for self-reflection and collaboration. StudySync blends contemporary and classic literature in integrated reading and writing lessons embedded with skill sessions and assessments (self-peer, and teacher), as well as extended writing projects (EWPs) of multi-paragraph essays in a variety of forms.

English Language Development (ELD) (Core)

Our *StudySync* curriculum offers guidance for differentiated instruction based on students' English language proficiency levels. After each student is assigned a proficiency level, the students' assignments automatically include digital slide-in scaffolds such as speaking and sentence frames, visual glossaries, and guided notes for videos within StudySync assignments.

StudySync provides English Learners with equitable access to rigorous content in meaningful contexts and includes: Targeted instruction for Emerging, Expanding, and Bridging students; adaptive learning to target support for studying foundational skills; structured opportunities to practice and apply academic language; focus on interpretive, collaborative and productive modes of communication. Strategies embedded within the curriculum include pre-reading activities, customized assigned texts, new

---

[69] https://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwintro.pdf, p. 4

[70] https://www.mheducation.com/prek-12/program/microsites/MKTSP-BGA10M0.html

[71] https://www.studysync.com/products/ela

vocabulary, and the ability to monitor student progress.

Mathematics (Core)

Math courses at IBA are considered core, college preparatory courses and focus on the deep understanding of numerical concepts, mathematical principles, mathematical applications, and using mathematics to solve a range of problems. Our program and instructional methodologies are directly aligned with the CCSS. Throughout the progression of math courses, our students acquire the necessary knowledge and skills to prepare them for higher levels of math in high school and college. The Math curriculum at IBA draws on six major mathematical content strands: number sense, algebra, geometry, measurement, data analysis, probability, and mathematical reasoning. IBA stresses strong foundational conceptual understanding, a high degree of procedural skill and fluency, and the ability to apply the mathematics they know to solve problems in theclassroom as well as in the real world. Teachers use the following approaches for Math instruction:

- Teachers guide students through lessons from concrete to abstract. They begin by teaching new concepts with a real world example and then moving on to review the lesson using only numbers and symbols. This approach enables each child, including students that have different learning styles or special needs, to learn, and fully understand, the concept being taught.
- Students are asked to think about math in their everyday life, rather than simply memorize the steps to solve a problem. Thereby teaching students that there are often different ways to solve a problem. Students are encouraged to share their ideas with their class. Students and teachers work through examples and complete math exercises to develop or reinforce a concept or procedure. Students work independently, or within small groups, to solve problems followedby a debrief session to clarify, expand, or strengthen their math knowledge.
- Concepts are covered throughout the grades with increased difficulty. This enables the upper grades to have a clearer, deeper understanding of all concepts taught.
- To further support math fluency, students participate in daily drills using online programs and/or other supplemental materials designed to give students additional practice and opportunities to strengthen their depth of knowledge onrecently learned concepts.

All instruction at IBA is delivered in fully inclusive classrooms in which learners of all abilities participate together. Appropriate differentiation is provided for students at all learning levels, this includes support services offered outside of the classroom.

In **Grade 5,** students incorporate whole group instruction, small group instruction, independent practice, collaborative learning, and adaptive learning with McGraw Hill's *My Math* curriculum,[72] utilizing data-driven instruction, blended learning strategies, and student-driven learning to add, subtract, multiply, and divide decimals and multiply and divide money amounts.

In **Grades 6,** students use McGraw Hill's *Glencoe Math, Course 1,*[73] to plan for problem solving; and understand: prime factors; powers and exponents; order of operations; variables, expressions, functions, and equations/formulas of algebra; graphs and plots; and much more.

---

[72] https://www.mheducation.com/unitas/school/explore/sites/mymath/mcgraw-hill-my-math-learning-solution.pdf

[73] http://www.mrhayden.com/pdfs/glencoe/2011_course1_text/m1_nat_sgwb.pdf

In **Grade 7**, students use McGraw Hill's *Glencoe Math Accelerated*,[74] a pre-Algebra program that makes math real for students through digital planning tools, interactive resources, and differentiated instruction that ensure approaching-level students master concepts before moving on, while beyond-level students are continually challenged.

In **Grade 8**, students use McGraw Hill's *Algebra 1*[75] to learn about: the language of algebra; real numbers; solving linear equations, graphing relations and functions; analyzing and solving linear equations and inequalities; polynomials; factoring; quadratic and exponential functions; radical expressions and triangles; rational expressions and equations, statistics, probability; and more.

Social Studies/History (Core)

IBA's social studies courses are aligned to the California state standards and reference the Common Core State Standards for ELA and Math. Students gain an understanding of human history as well as how our society, and the world, work. The curriculum supports acquisition of core knowledge of the world's eras and civilizations, but also develops the critical thinking skills that historians use to distinguish the important from the unimportant, to recognize vital connections between the present and the past, and to appreciate universal, historical themes and dilemmas. Broad social studies themes and content cover topics of family life, cultures, community, the environment, the study of California, geography, economics, U.S. and world history with connections to ELA, Math, Science and the Arts. Learning activities engage students in an inclusive classroom setting and include projects, reading, documentary viewing, research, interactive plays and opportunities to develop listening, speaking, and writing skills through presentations, skits, newspaper writing and other creative outlets to share what they have learned and practice new topics being taught.

In **Grades 5-8**, students work with TCI History Alive,[76] easy-to implement, interactive, comprehensive curriculum that blends print and digital materials to engage all learners :
- 5th Grade, The United States Through Industrialism
- 6th Grade, The Ancient World
- 7th Grade, The Medieval World
- 8th Grade, United States Through Modern Times

Science (Core)

All of IBA's science classes are considered core, college preparatory courses, and are aligned to the NGSS. The Science curriculum develops student exploration of recurring concepts and connections made within the subjects of Life Science, Earth Science, and Physical Science. The curriculum uses the scientific process of inquiry and emphasizes the process of formulating and answering questions about the physical world around them and encourages students to explore appreciate the natural world they live in. Students develop the skills of hypothesis forming, identification, classification, experimentation, evaluation, documentation, and presentation. They create and lead meaningful scientific experiments that allow them to make real life connections and applications. Students engage in scientific learning as they hone the skills of observation, questioning, hypotheses development, experimentation, data

---

[74] https://www.mheducation.com/prek-12/program/glencoe-math-accelerated-pre-algebra-program-2017/MKTSP-GIP18M0.html?srsltid=AfmBOoql_YFtoNzFegQQvXZhOU1ki3YJowZ8Q9GkBWIrKN-Kd0Xw7NYL#about
[75] https://www.lumoslearning.com/llwp/resources/bookhub.html?bid=1755207
[76] https://www.teachtci.com/social-studies/middle-school/

collection and analysis. Students work individually or in small groups to complete labs, investigate, study scientific phenomena and share the results with their peers. This type of learning reinforces the importance of long-term research, collaboration, and analysis of multiple outcomes. The scientific themes of observation, questioning, making predictions based on evidence, conducting investigations, measurement, comparison, and classification are integrated with other subjects like math, computers and ELA to strengthen their masteryof other content and learning.

In **Grade 5**, students work with McGraw Hill's *Inspire Science*,[77] a curriculum developed to foster student's innate curiosity, facilitate hands-on investigation, and encourage creative problem-solving to elevate critical thinking, deepen understanding, and inspire innovation.

In Grades 6-8, students work with McGraw Hill's *iScience*,[78] a science curriculum that meets students where they are through engaging features and thought-provoking questions that encourage them to relate the science concepts they've learned to the world around them. The inquiry-based "5-E" lesson cycle provides active, hands on explorations of concepts explored by grade level: in Grade 6, earth and space sciences; in Grade 7, life sciences, and in Grade 8, physical sciences.

Physical Education and Health (Core)

The Physical Education curriculum focuses on developing physical, social and emotional health among our students, at all grade levels, in full inclusion classrooms. The IBA P.E. program focuses on movement, skills development, and team work through the study of different sports, initiatives, and other physical forms of movement like dance, stretching, and yoga. In addition, health topics such as healthy eating, personal health and physical changes are reviewed to help students develop a positive self-image, confidence, and promote positive social development that is inclusive, tolerant and respectful of others.

Visual Arts (Core)

The Visual Arts curriculum is required at all grade levels so that students begin to understand the importance of creative expression through a variety of forms. Students learn how to identify and use elements and principles of design like value, line, contrast, and balance. Students create art work using various arts media and techniques. Students explore the role of visual arts in human history, across a variety of cultures and time periods including the different historical arts movements – impressionism, surrealism, and abstract art. In addition, they learn about significant artists and works of art while developing their own skills through a wide variety of forms including drawing, paper mâché, origami, charcoal, ink, paint, water color, sculpture, clay, and more.

Technology (Core)

At IBA we believe that our focus on the use of technology in the core classrooms, as well as the elective classrooms, not only enhances the learning of our students, but makes them confident in their use. By providing our students with daily opportunities to use technology to read, type, and test on Computers we believe that they feel more comfortable with their ability to take annual state mandated computer-based assessments. Furthermore, we believe this extra experience will correlate to improved test scores

---

[77] https://www.mheducation.com/unitas/school/explore/sites/inspire-science/is-k-5-overview-brochure.pdf
[78] https://www.mheducation.com/prek-12/program/life-iscience-2017/MKTSP-QIF20M1.html?srsltid=AfmBOorjoPG0pPtivvm3E2FZuqHk_sNLH4Q9P-UT9jPXJntYh7cFench

over time as our students are able to focus on the content of the tests and not the technologicalaspect of the new, computer adaptive tests.

World Languages

Not offered.

Intervention and Enrichment Programs

Understanding our need for further growth and development, we wrote and received a competitive MTSS grant through the Orange County Department of Education to support our work in creating learning environments where "All Means All." We are currently in our second year of the grant which focuses on implementing a comprehensive framework designed to meet the needs of the whole child by aligning academic, behavioral, social-emotional and mental health instruction and intervention into a fully integrated continuum of support for the benefit of all students. MTSS has been a major focal point of professional development, and we are taking deep dives into instructional strategies such as UDL, CRRT and HLP. The framework also focuses on the importance of SEL, PBIS, and trauma responsive practices.

The teachers and administrators receive the professional development information about MTSS on a digital platform called Alludo. The platform has educational information and interactive activities that allows participants to self-reflect on their own practices and the practices that occur at the school level. Participants complete activities to earn badges before moving on to the next section. Most of the components are completed and reviewed during professional development meetings throughout the year. We also had several faculty members attend a professional development conference solely on MTSS. They were then able to present new information and ideas that they learned about to colleagues. The platform also provides school wide self-reflection tools, like the FIA and SIT assessments, that help us better understand our strengths and areas for growth.

When additional interventions are needed, the staff is proactive in coordinating support services. To address the problem of potential at-risk students early, and to prevent students who are performing at or above grade level from falling behind, IBA holds extended day homework assistance from 3:45 to 5:00 p.m. Monday-Thursday for all students and a morning homework assistance program for the 45 minutes prior to school opening for students receiving less than satisfactory grades (D or F) in the core classes. These sessions are led by credentialed teachers.

Independent Study

IBA may offer independent study on a short-term, incidental basis, in accordance with Education Code Sections 51744 – 51749.3.

Curricular and Instructional Materials

IBA has partnered with McGraw Hill and Holt to bring Common Core and standard-aligned digital textbooks into our core classes at all grade levels. In addition, all teachers use a variety of web-based and printed supplemental materials to engage students. IBA currently uses the following:

Type of Book	Book Title
5th Math Student	McGraw-Hill My Math, Grade 5, National eStudent Edition 2013
6th Math Student	McGraw-Hill Glencoe Math, Course 1, California eStudent Edition 2015
7th Math Student	Glencoe Math Accelerated, eStudent Edition 2014
8th Math Student	Glencoe Algebra 1, eStudent Edition 2014
5th Science Stude	Inspire Science Grade 5, eStudent Edition 2017
6th Science Stude	Earth & Space iScience, eStudent Edition 2017
7th Science Stude	Life iScience, eStudent Edition 2017
8th Science Stude	Physical iScience, eStudent Edition 2017
5th English Studer	Reading Wonders Grade 5, Student Workspace 2017
6th English Studer	StudySync ELD 2017, Student Edition - California
7th English Studer	StudySync ELD 2017, Student Edition - California
8th English Studer	StudySync ELD 2017, Student Edition - California
ALEKS	5th-8th Grade
History	TCI History Alive (5th-8th)
LEXIA	5th - 8th Grade

IBA teaching staff will evaluate all curricula on an ongoing basis to determine if other standards-based curriculum, instructional materials, and activities would result in better educational outcomes for IBA's unique student population. All materials that will be considered primary resources must be able to be aligned to Common Core and California state standards.

INSTRUCTIONAL METHODS AND STRATEGIES

All IBA teachers work to ensure that all students are able to access the curriculum and demonstrate their learning via multiple methods of instruction and assessment. Teachers will utilize resources such as Marzano's *Classroom Instruction that Works* (which every teacher will be asked to read), which summarizes teaching practices and strategies that *"have a high probability of enhancing student achievement for all students in all subject areas at all grade levels.*[79] Through ongoing professional development our teachers are challenged to examine the three elements of effective pedagogy: Instructional Strategies, Management Techniques, and Curriculum Design.

Marzano's acclaimed "essential nine" instructional strategies are research-based methods that yield a positive effect on student learning, including:[80]

> **Identifying Similarities and Differences**
> The ability to break a concept into its similar and dissimilar characteristics allows students to understand (and often solve) complex problems by analyzing them in a more simple way. Teachers can either directly present similarities and differences, accompanied by deep

---

[79] Marzano, R. J., Pickering, D., & Pollock, J. E. (2001). [Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement.] ASCD.
[80] *Ibid*.

discussion and inquiry, or simply ask students to identify similarities and differences on their own. While teacher-directed activities focus on identifying specific items, student-directed activities encourage variation and broaden understanding, research shows. Research also notes that graphic forms are a good way to represent similarities and differences.

Applications:
Use Venn diagrams or charts to compare and classify items.
Engage students in comparing, classifying, and creating metaphors and analogies.

Summarizing and Note Taking

These skills promote greater comprehension by asking students to analyze a subject to expose what's essential and then put it in their own words. According to research, this requires substituting, deleting, and keeping some things and having an awareness of the basic structure of the information presented.

Applications:
Provide a set of rules for creating a summary.
When summarizing, ask students to question what is unclear, clarify those questions, and then predict what will happen next in the text.
Research shows that taking more notes is better than fewer notes, though verbatim note taking is ineffective because it does not allow time to process the information. Teachers should encourage and give time for review and revision of notes; notes can be the best study guides for tests.

Applications:
Use teacher-prepared notes.
Stick to a consistent format for notes, although students can refine the notes as necessary.

Reinforcing Effort and Providing Recognition

Effort and recognition speak to the attitudes and beliefs of students, and teachers must show the connection between effort and achievement. Research shows that although not all students realize the importance of effort, they can learn to change their beliefs to emphasize effort.

Applications:
Share stories about people who succeeded by not giving up.
Have students keep a log of their weekly efforts and achievements, reflect on it periodically, and even mathematically analyze the data.
According to research, recognition is most effective if it is contingent on the achievement of a certain standard. Also, symbolic recognition works better than tangible rewards.

Applications:
Find ways to personalize recognition. Give awards for individual accomplishments.
"Pause, Prompt, Praise." If a student is struggling, pause to discuss the problem, then prompt with specific suggestions to help her improve. If the student's performance improves as a result, offer praise.

Homework and Practice

Homework provides students with the opportunity to extend their learning outside the

classroom. However, research shows that the amount of homework assigned should vary by grade level and that parent involvement should be minimal. Teachers should explain the purpose of homework to both the student and the parent or guardian, and teachers should try to give feedback on all homework assigned.

Applications:
Establish a homework policy with advice—such as keeping a consistent schedule, setting, and time limit—that parents and students may not have considered.
Tell students if homework is for practice or preparation for upcoming units.
Maximize the effectiveness of feedback by varying the way it is delivered.
Research shows that students should adapt skills while they're learning them. Speed and accuracy are key indicators of the effectiveness of practice.

Applications:
Assign timed quizzes for homework and have students report on their speed and accuracy.
Focus practice on difficult concepts and set aside time to accommodate practice periods.

Nonlinguistic Representations
According to research, knowledge is stored in two forms: linguistic and visual. The more students use both forms in the classroom, the more opportunity they have to achieve. Recently, use of nonlinguistic representation has proven to not only stimulate but also increase brain activity.
Applications:
Incorporate words and images using symbols to represent relationships.
Use physical models and physical movement to represent information.

Cooperative Learning
Research shows that organizing students into cooperative groups yields a positive effect on overall learning. When applying cooperative learning strategies, keep groups small and don't overuse this strategy—be systematic and consistent in your approach.

Applications:
When grouping students, consider a variety of criteria, such as common experiences or interests.
Vary group sizes and objectives.
Design group work around the core components of cooperative learning—positive interdependence, group processing, appropriate use of social skills, face-to-face interaction, and individual and group accountability.

Setting Objectives and Providing Feedback
Setting objectives can provide students with a direction for their learning. Goals should not be too specific; they should be easily adaptable to students' own objectives.

Applications:
Set a core goal for a unit, and then encourage students to personalize that goal by identifying areas of interest to them. Questions like "I want to know" and "I want to know more about . . ." get students thinking about their interests and actively involved in the goal-setting process.
Use contracts to outline the specific goals that students must attain and the grade they will

receive if they meet those goals.

Research shows that feedback generally produces positive results. Teachers can never give too much; however, they should manage the form that feedback takes.

Applications:

Make sure feedback is corrective in nature; tell students how they did in relation to specific levels of knowledge. Rubrics are a great way to do this.

Keep feedback timely and specific.

Encourage students to lead feedback sessions.

Generating and Testing Hypotheses

Research shows that a deductive approach (using a general rule to make a prediction) to this strategy works best. Whether a hypothesis is induced or deduced, students should clearly explain their hypotheses and conclusions.

Applications:

Ask students to predict what would happen if an aspect of a familiar system, such as the government or transportation, were changed.

Ask students to build something using limited resources. This task generates questions and hypotheses about what may or may not work.

Cues, Questions, and Advance Organizers

Cues, questions, and advance organizers help students use what they already know about a topic to enhance further learning. Research shows that these tools should be highly analytical, should focus on what is important, and are most effective when presented before a learning experience.

Applications:

Pause briefly after asking a question. Doing so will increase the depth of your students' answers.

Vary the style of advance organizer used: Tell a story, skim a text, or create a graphic image. There are many ways to expose students to information before they "learn" it.[81]

Teachers select from these and other strategies throughout their lessons, using data to assess the efficacy of their methods, and trying alternative approaches as needed.

HOW THE SCHOOL'S INSTRUCTIONAL METHODOLOGIES AND CURRICULUM WILL ENSURE STUDENT MASTERY OF THE CALIFORNIA CCSS AND OTHER STATE CONTENT STANDARDS

As detailed in the preceding sections, our model starts with content standards, with teachers using SDSA to backwards design instruction. Varied and frequent assessments, including data from online adaptive learning programs, help teachers track student mastery and inform teaching in our data-driven model.

---

[81] Varlas, L., *Getting Acquainted with the Essential Nine* ascd.org/publications/curriculum-update/winter2002/Getting-Acquainted-with-the-Essential-Nine.aspx (Adapted from *Classroom Instruction That Works* by R. J. Marzano, D. J. Pickering, and J. E. Pollock, 2001), Alexandria, VA: ASCD.

HOW THE INSTRUCTIONAL PROGRAM WILL SUPPORT STUDENT DEVELOPMENT OF TECHNOLOGY-RELATED SKILLS AND STUDENT USE OF TECHNOLOGY

Please see section above, *Technology Integration and Data-Driven Instruction* for a detailed description of Ivy Bound's comprehensive use of technology throughout the program, including online learning, ActivWalls and SMART Boards in classrooms, and much more.

ACADEMIC CALENDAR AND SCHEDULES

The following is the draft calendar for 2025-26.

Ivy Bound Academy – 2025/2026 Calendar

Aug. 4-8, 2025	Pupil Free Day for Staff Training	
Aug. 11, 2025	First Day of Instruction	
Aug. 29, 2025	California Admissions Day	
Sept. 1, 2025	Labor Day	
Nov. 11, 2025	Veterans Day	
Nov. 24 to 28	Thanksgiving Recess	
Dec. 22 to Jan. 2	Winter Recess	
Jan 5, 2026	Second Semester Begins	
Jan. 19, 2026	Dr. Martin Luther King Jr. Birthday	
Feb. 16, 2026	Presidents' Day	
Mar. 27, 2026	Cesar E. Chavez Birthday	
Mar. 30 to Apr. 3	Spring Break	
April 24, 2026	Armenian Genocide Day	
May 25, 2026	Memorial Day	
May 29, 2026	Last Day of Instruction	
June 1, 2026	Graduations 5th and 8th	
June 1-4, 2026	Pupil Free/Staff PD	
June 19, 2026	Juneteenth Holiday	

SAMPLE DAILY SCHEDULES

All students at Ivy Bound Academy attend school from 8:10am until 3:31 p.m. on Regular Days (Monday to Thursday) and from 8:10 a.m. until 1:10 p.m. on minimum days (Fridays). Homework Assistance is offered each morning from 7:00 to 8:00 a.m. and Homework Club is offered each day after school from 3:40 to 5:00 p.m., both led by credentialed teachers.

Monday-Thursday Schedule

Period	Class Length	Time
Homework Assistance	60 min	7:00 - 8:00
1st	60 mins	8:10-9:10
2nd	60 mins	9:13-10:13
Snack	15 min	10:13-10:28
3rd	60 mins	10:31-11:31
4th	60 mins	11:34-12:34
Lunch	35 min	12:34-1:09
Homeroom	10 min	1:12-1:22
5th	60 mins	1:25-2:25
6th	63 mins	2:28-3:31
Homework Club	80 min	3:40-5:00

Friday Schedule

Period	Class Length	Time
Homework Assistance	60 min	7:00 - 8:00
1st	40 min	8:10-8:50
2nd	40 min	8:53-9:33
Snack	15 min	9:33-9:48
3rd	40 min	9:51 - 10:31
4th	40 min	10:34-11:14
Snack	15 min	11:14-11:29
Homeroom	10 min	11:32-11:42
5th	40 min	11:45-12:25
6th	42 min	12:28-1:10
Staff Development	90 min	1:30 - 4:00

INSTRUCTIONAL DAYS AND MINUTES CALCULATOR

The IBA daily schedule and annual calendar surpass the required 54,000 of instructional minutes per year for students in grades 5-8 (Education Code Section 47612.5). Excluding lunch and passing times, all IBA students experience 360 instructional minutes on the 146 regular days and 180 minutes on the 34 shortened days. Therefore, the total instructional minutes are 60,720. Detailed accounting for these minutes can be found below:

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of [Other] Days	Number of Instr. Minutes Per [Other] Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/Below State Req't.
TK/K	No									0	36000	0	-36000
1	No									0	50400	0	-50400
2	No									0	50400	0	-50400
3	No									0	50400	0	-50400
4	No									0	54000	0	-54000

5	Yes	146	360	34	240					180	54000	60720	6720
6	Yes	146	360	34	240					180	54000	60720	6720
7	Yes	146	360	34	240					180	54000	60720	6720
8	Yes	146	360	34	240					180	54000	60720	6720
9	No									0	64800	0	-64800
10	No									0	64800	0	-64800
11	No									0	64800	0	-64800
12	No									0	64800	0	-64800

PROFESSIONAL DEVELOPMENT

In order to implement our innovative educational program, we engage in a comprehensive model of continuous school improvement which includes full staff professional development as well as personalized coaching. This personalized coaching aims to provide teachers with practical guidance in ways to meet students' needs. Below is a description of professional development topics that are addressed each year.

Professional Development, collaboration and planning time takes place for five days in the summer prior to the start of school, and teachers stay for four days after the end of the year to reflect and plan for the following year. Teachers also participate in professional development each Friday of the school year.

PD Topics, Summer School and Throughout the Year
• Bloodborne Pathogen/Safe School Plan
• School Duties/School Culture
• Classroom Management – Before You Start High Focus on Routine and Set up
• Powerschool & Google Classroom
• SPED (TES)
• MTSS – Alludo platform – Getting Started
• Incentives Programs (ALEKS, Lexia, no yellow boxes) NWEA map test
• Back to school night preparation
• MTSS – Alludo platform – "The What" PLCs
• NWEA Data Dive
• EL SDAIE strategies
• Non supervisor sexual harassment – Vector training solutions
• MTSS – Alludo platform – "The What" debrief
• MTSS – Alludo platform – "The Why"
• PBIS
• UDL
• LCAP creation activities
• MTSS – Alludo platform – "The Why" debrief
• MTSS – Alludo platform – "The How"
• LCAP annual update
• SEL
• NWEA data analysis
• CAASPP/CAST testing practices and strategies to prepare students for assessments
• MTSS – Alludo platform – "The How" debrief
• MTSS – Alludo platform – Begin Role Specific Pathways
• CAASPP Prep
• Final data drives
• Ending the school year off strong
• Graduation procedures and protocols

Ivy Bound's Principal either directly provides or secures outside experts to implement PD activities. IBA teachers are encouraged to attend conferences and institutes sponsoredby LACOE and other institutions to learn about the most recent research and to incorporate the new knowledge into their daily practice. Staff are then expected to review relevant information and best practices in the next staff meeting. For example, a PD activity might introduce a protocol to be used to analyze student work. Staff members would then be expected to implement the protocol in a collaborative setting by actually using the protocol to analyze student work during a grade-level meeting. Therefore, professional development time will be maximized through the thoughtful, explicit connection between the scheduled professional development days and teacher planning time. This grade-level meeting timewill be built into the monthly, two-hour faculty meetings.

IBA works with its staff to ensure that all students have full access to the curriculum and that each subgroup in the school is making meaningful progress towards meeting all of the standards. IBA is committed to reducing the opportunity gap. Our mission includes full inclusion of all students across the range of academic and language achievement from educationally disadvantaged to gifted and talented. Specific special populations we serve include English language learners, academically gifted students, academically low-achieving students, students from economically disadvantaged backgrounds and students with disabilities.

All core content teachers are required to hold either a California multiple subject credential and/or a single subject credential corresponding to the subject they teach. Teachers must also meet the requirements for employment as stipulated by Education Code Section 47605(l). All teachers hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher ina non-charter public school would be required to hold.

In hiring faculty, IBA aims to hire a diverse faculty composed of well qualified, fully credentialed teachers with enterprising spirits. We seek candidates who have experience designing and implementing a technologically-enhanced, active curriculum that is aligned to state standards. We also value teachers who wish to work as members of a team and who recognize their roles as significant stakeholders, assuming administrative, governance, and school development responsibilities.

We achieve this goal by conducting a broad search in adherence to our comprehensive recruitment plan. This plan includes, but is not limited to, posting job openings on Edjoin.org, CCSA.org, major teaching university websites, posting job openings in local newspapers, and offering competitive salary and benefit packages to prospective faculty members. We also utilize opportunities at teacher recruitment fairs and other advertising mediums.

The Principal bears primary responsibility for hiring teachers, with the support of the Executive Director. If applicable, the interview process includes, but is not limited to, a sample lesson through which prospective teachers' classroom management skills and subject competency are observed. References are checked. Hiring decisions take into consideration the school's mission, and the needs of the students and families we serve in selecting the most qualified teachers for the positions available.

MEETING THE NEEDS OF ALL STUDENTS

As detailed above, Ivy Bound's instructional team has been engaged in deep learning on the California MTSS framework and we have been implementing the different components of the framework into the Charter School.
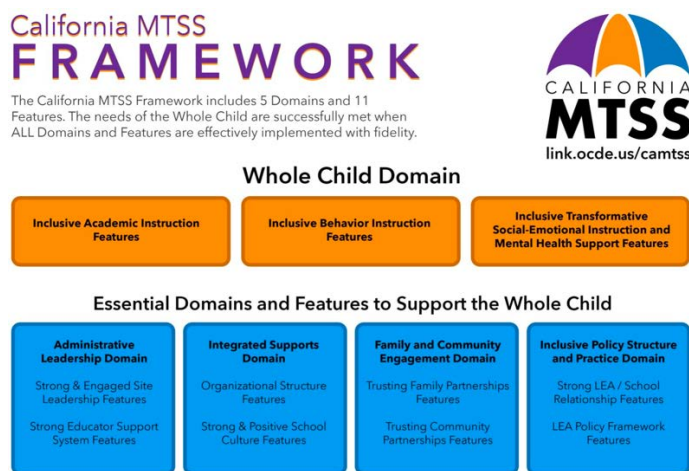
Source: https://drive.google.com/file/d/1r6_V46Ios4duXsMhuc6f7ZDPeJHP3GgS/view

Meeting the needs of the whole child involves Inclusive Academic Instruction, Inclusive Behavior Instruction, and Inclusive Transformative Social and Emotional Instruction and Mental Health Supports. All three features are of equal importance and must be in place in order to meet the needs of the whole child. Educators utilize a multi-tiered system of support to provide increasing levels of support and interventions for students who need it. Advanced tier interventions are available for all students regardless of eligibility for other supports and services (IEP, EL, GATE, etc.).

Whole Child Domain

The whole child is supported through a multi-tiered continuum of research-based, system-wide practices of data-based decision making used to meet the academic, behavior, social-emotional and mental health needs of all students.

Inclusive Academic Instruction Features	**Inclusive Behavior Instruction Features**	**Inclusive Transformative Social-Emotional Instruction and Mental Health Support Features**
• Identify and utilize a comprehensive assessment system • Create and utilize teams, including specialized service providers • Provide a continuum of support that includes evidence-based practices for universal, supplemental, and intensified supports for academic content • Develop guidelines to implement curriculum with Universal Design for Learning (UDL) • Utilize Content Standards and Curriculum Frameworks • Support Literacy across the content • Utilize P21 Framework • Integrate Culturally Relevant and Responsive Teaching Practices and Asset Based Pedagogies	• Identify and utilize a comprehensive assessment system • Create and utilize teams, including specialized service providers • Provide a continuum of support that includes evidence-based practices for universal, supplemental, and intensified supports for behavior • Integrate Behavior Supports	• Identify and utilize a comprehensive assessment system • Create and utilize teams, including specialized service providers, such as community mental health providers • Integrate trauma-informed practices • Provide a continuum of support that includes evidence-based practices for universal, supplemental, and intensified supports for social-emotional and mental health • Integrate SEL competencies aligned to CASEL CA's SEL Guiding Principles and CDE's T-SEL • Integrate mental health supports • Support Resilience in Schools

Source: https://drive.google.com/file/d/1r6_V46Ios4duXsMhuc6f7ZDPeJHP3GgS/view

Ensuring a fully inclusive system requires support from a strong Administrative Leadership that fosters equity and access through a shared vision and professional growth opportunities, as well as an Integrated Supports (formerly known as Integrated Educational Framework) that encourages a culture of collaboration free from categorizing students and limiting their access to learning:

Integrated Supports Domain

Equity emerges when an educational system includes all students, personnel, and stakeholders within a positive culture and ensures full access for all students to participate in all school-related activities.

Organizational Structure Features	**Strong & Positive School Culture Features**

• Identify who has access
• Use non-categorical language and practices
• Use collaborative instruction among peers
• Use paraeducators to support inclusive education
	• Foster collaborative relationships
	• Create a shared vision
	• Identify ways for all staff to contribute
	• Ensure all students have access to extra-curricular activities
	• Demonstrate equitable, culturally relevant and responsive practices that respect diversity (CLRT)
	   ○ Integrate trauma-informed and Restorative Practices
	   ○ Utilize Transformative SEL

Source: https://drive.google.com/file/d/1r6_V46Ios4duXsMhuc6f7ZDPeJHP3GgS/view

Through the guidance of the CDE/OCDE/BCDE partnership in the MTSS grant professional development program, our leadership team is working to ensure MTSS is implemented across the Charter School with fidelity:
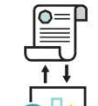
Purpose of the Schoolwide Implementation Tool

The Schoolwide Implementation Tool (SIT) is a self-assessment composed of four components that measure a school's Vision for Readiness, Identity, Approaches to Learning, and the Structures that are in place to ensure student success. Each component includes the following items:

- a **Vision for Readiness** that is:
    - **Balanced**
    - **Valued**
    - **Empowered**
- an **Identity** that acknowledges:
    - **Values and Beliefs**
    - **Community Context**
    - **Shared Understanding and Approaches**
- **Approaches to Learning** that ensure:
    - **Universal Instructional Design**
    - **Student Experience**
    - **Expansive Opportunities**
- **Structures** that include:
    - **Equitable Access** to Resources
    - **Building Healthy Relationships**
    - **Shared Leadership** For All Stakeholders

Source: ocde.us/mtss

SWIFT Domains, Features, and SWIFT-FIA Items

SWIFT Domain	SWIFT Feature	
Administrative Leadership	Strong and Engaged Site Leadership	Valued Leadership
		Empowered Decision Making
	Strong Educator Support System	Educator Coaching & Learning
		Personnel Evaluation
Whole Child Domain: Integrated Instructional System	Academic	Academic Tiered Systems of Support
		Academic Instruction
		Academic Data-based Decision Making
	Behavior	Behavior Tiered Systems of Support
		Behavior Instruction
		Behavior Data-based Decision Making
	Social Emotional Learning and Mental Health	SEL & MH Tiered System of Support
		SEL & MH Instruction
		SEL & MH Data-based Decision Making
Integrated Educational Framework	Fully Integrated Organizational Structure	Universal Instruction for All
		Non-categorical Service Delivery
	Strong & Positive School Culture	Full Access for All Students
		Shared Responsibility
Family & Community Engagement	Trusting Family Partnerships	Family Engagement Opportunities
		Partnerships with Families
	Trusting Community Partnerships	Community Collaboration
		Community Benefits
Inclusive Policy Structure & Practice	Strong LEA (District)/School Relationship	LEA (District) Support
		LEA (District) Addresses Barriers
	LEA (District) Policy Framework	LEA (District) Links Initiatives
		LEA (District) Process for RBP

Source: swiftschools.org

STUDENT SUCCESS TEAM

If the teacher or those closely associated with an at risk and/or low achieving student determine that the student needs further intervention and support, the parents of the student shall be contacted and included in the development of strategies to meet the specific learning needs of the student. We are committed to working with students who are achieving below grade level to help them achieve at expected levels, students who are performing above grade level and needing additional challenges, and students who are struggling at school for any reason. We identify students who are performing below grade level, above grade level, and students otherwise having behavior issues, in order to utilize a Student Success Team (SST) to develop a plan to address each student's individual needs.

A SST uses a systematic problem-solving approach to assist students with problems that are interfering with success. The SST clarifies problems and concerns, develops strategies, organizes resources, provides a system for school accountability, and serves to assist the parent, teacher, and student. A SST is a general education function. Many students can benefit from a SST, including but not limited to, those students achieving below/above grade level, as well as students who have experienced emotional trauma, behavioral issues, and/or language issues.

Staff members who have a concern for a student can refer that student to SST for consideration

following documented attempts to address the concern. Anyone who is connected with that student can be included in the SST to provide information to share about the student's strengths, concerns and 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 others. The SST meeting is designed to create program accommodations and supports for the student that will result in greater student achievement.

The IVY BOUND ACADEMY 12 SST meeting steps include:

- Team members introduce themselves and their roles
- Purpose and process of the meeting are stated
- Timekeeper is appointed
- Strengths are identified
- Concerns are discussed, clarified and listed
- Pertinent information and modifications are listed
- Concerns are synthesized with one or two chosen for focus
- Strategies to deal with are chosen; concerns are brainstormed
- Team chooses best strategies to carry into actions
- Individuals make commitments to actions
- Person responsible and timelines for actions are recorded
- Follow-up date is set

If the problem/concern continues even after implementation of a SST plan and follow up, revisions to the plan or a referral for special education/related services or Section 504 assessment might be deemed necessary by the SST.

ENGLISH LEARNERS

English Learners (ELs) have full access to our educational program. The program is presented in English with provisions to ensure comprehension of English and development of English as a second language. Furthermore, the instructional program is designed to promote language acquisition, oral language development and enriched language opportunities for all students.

All ELs are supported through a combination of modified instruction, a supportive school culture, and additional academic support as needed. ELs have daily access to the core curriculum and are taught through structured English immersion, including SDAIE strategies. Instructional techniques, assessments, materials and approaches focus on communicative competence and academic achievement covering listening, speaking, reading, and writing skills (aligned with California ELD and Content Standards) in all areas of the curriculum. EL students receive ELD and core content instruction appropriate for their English proficiency and grade levels.

Ivy Bound Academy adopts and implements Los Angeles Unified School District's Master Plan for English Learners and Standard English Learners. In so doing, we acknowledge the dedicated effort, collaboration and vision of all of the District teachers, administrators, support staff, parents and other experts who contributed to this blueprint for EL success. We also abide by the LAUSD's vision statement, and include as our guiding principle, the goal that "every student will receive an education in a safe, caring environment and that every student will graduate college-prepared and workforce-ready."

All instruction is designed to ensure that EL students acquire English language proficiency, master academic content standards required of all California students, and recoup any academic deficits that they may have accrued while in EL status. IBA commits to implementing the following six guiding principles in all of its instructional services for ELs and SELs:

- **Assets-based Education**: Educators foster an assets-oriented mindset by knowing, valuing, and affirming their own students', and families' cultures and languages, empowering students' voices, and cultivating a joy of learning.
- **Bilingualism and Biliteracy**: Students have opportunities to learn language skills in two or more languages, including speaking, writing, reading, and listening. Educators promote students' metacognitive skills, allowing them to make the appropriate language choices based on situational awareness. These skills support future language development, content learning, and postsecondary success to benefit their community and society.
- **Sociocultural Competence**: There is an affirming classroom and school culture where staff, students, and families foster positive attitudes among students regarding both their own and others' diverse and complex cultural and linguistic identities.
- **Sociocultural Competence**: There is an affirming classroom and school culture where staff, students, and families foster positive attitudes among students regarding both their own and others' diverse and complex cultural and linguistic identities.
- **Alignment and Articulation**: Language learners experience a coherent, articulated, and aligned set of practices and pathways across contexts, starting in early childhood, through reclassification, and graduation, in preparation for college and careers in the 21st century.
- **Systemic Support**: Leaders and educators across all levels of the school system are provided integrated professional development. They share responsibility for educating and monitoring the progress of language learners, are accountable and responsive to the needs of diverse learners, and ensure that fiscal investments are equity-oriented and research-based.

IBA recognizes its obligation to ensure that ELs become proficient in English as rapidly and effectively as possible. We consider these obligations to be among the highest priorities of our school. ELD is a part of our mainstream English Language Arts instruction. English Language Arts addresses all four domains of language: speaking, listening, reading and writing. It is the content area where students first learn to read, and then read to learn. The intent of ELD is to accelerate English language learning in strategic ways by developing listening, speaking, reading and writing with robust and contextualized instruction. This includes many opportunities for students to engage in meaningful language practices at an appropriate level of challenge and complexity.

Effective ELD improves access to reading/language arts and all core subjects by explicitly focusing on the language demands of the core. It is instruction that is incorporated into our standards-based program in reading and language arts. ELD is considered by the state of California, the US Department of Education, and IBA to be core instruction for ELs and not an elective or an instructional service from which students may opt out. IBA feels that by incorporating ELD and SDAIE instruction into our core curriculum, and hiring only certified teachers with an EL authorization, we are introducing best practice models into our curriculum for all students that can also address foundational weaknesses in students who are outside of the EL or SEL classification.

As described in *Improving Education for English Learners: Research Based Approaches*,[82] the purpose of EL instruction is to "advance English learners' knowledge and use of English in increasingly sophisticated ways." The intent of the ELD component of instructional programs for ELs is for teachers to explicitly and intentionally teach English in order to develop a strong English language foundation in both social and academic settings. Current research evidence indicates that providing explicit ELD instruction is valuable for ELs. In addition, there is strong supporting evidence that ELD instruction should include interactive activities among students. These activities must be carefully planned and implemented. IBA's implementation of the Backwards Design model into classroom learning, project-based learning opportunities, cross curriculum learning, use of table groups in classroom activities and the integration of technology intoclassroom lectures helps us to achieve our ELD goals for all students.

ELD instruction is research and standards based. It is systematically planned and structured via a scope and sequence of language progressions. It must be assessed and monitored for progress over time to ensure that ELs learn English within a reasonable amount of time. It is planned and delivered targeting specific language objectives. ELD instruction teaches elements and features of the English language such as vocabulary, syntax, grammar, discourse, functions and conventions, as well as the comprehension andproduction of discipline specific academic language (e.g. from math, science, social studies). There is ample evidence that providing carefully planned lessons explicitly addressing specific aspects of English is far more productive than merely exposing students to abundant English and incidentally addressing specific forms. IBA endorses the following guidelines for effective ELD instruction provided by Saunders and Goldenberg (in CDE, 2010, pgs. 27-28).[83]

- ELD instruction emphasizes listening and speaking although it can incorporatereading and writing.
- ELD instruction explicitly teaches elements of English (e.g., vocabulary, syntax, grammar, functions and conventions).
- ELD instruction is planned and delivered with specific language objectives for each lesson.
- ELD instruction integrates meaning and communication to support explicit teaching of language.
- ELD instruction includes carefully planned interactive activities among students.
- ELD instruction provides student with corrective feedback on form.
- ELD teachers attend to communication and language learning strategies duringinstruction.
- ELD instruction emphasizes academic language as well as conversational language.
- ELs are placed in mixed classrooms and are not segregated by language proficiency.

ELD addresses all domains of language as mentioned previously; however, the emphasis is on speaking and listening. There is well established research evidence that supports theimportance of oral language proficiency. The development of oral language is positively related to the development of literacy.[84] Moreover, recent research suggests that increased time spent on oral language instruction leads to stronger oral language outcomes without compromising literacy outcomes.[85] In fact, teachers who spent

---

[82] California Department of Education. (2010). *Improving Education for English Learners: Research Based Approaches*. New York, NY: Hippocrene Books.
[83] Ibid.
[84] August, D., & Shanahan, T. (2010). "Developing literacy in second-language learners: Report of the National Literacy Panel on Language-Minority Children and Youth." *Journal of Literacy Research*. 42;3: 341-348.
[85] Saunders, W. M., & O'Brien, G. (2006). "Oral Language." In F. Genesee, K. Lindholm-Leary, W. M. Saunders, & D. Christian (Eds.). *Educating English language learners: A synthesis of research evidence.* (pp. 14–63). Cambridge, England: Cambridge University Press.

more time creating and implementing well-designed oral language activities saw greater growth in their EL students' literacy skills. As identified in the Common Core State Standards, opportunities for listening and speaking must be thoughtfully planned, not left to chance, therefore these domains must be taught purposefully in every classroom. As students progress in ELD levels, these activities must also increase in sophistication, support students to engage in analyzing, explaining, discussing, constructing arguments about, and provide evidence from complex texts in allacademic content areas.

IBA has adopted a model for instructed ELD originally articulated by Dutro and Kinsella.[86] The goal of this model is to ensure that all ELs develop full English proficiency. Each lesson is designed to build fluent and accurate use of English for a range of academic and other real life purposes. These lessons address three critical areas of language development:

- Purposeful uses of language as described in Common Core State Standards. (e.g., academic language functions)
- Language tools needed to accomplish these goals.
- Robust and contextualized instruction that includes many opportunities toengage in meaningful language practice.

Once the lottery has been held and the parents have accepted the position offered at our school, the enrollment process begins. Upon initial enrollment in a California public school, parents complete the Home Language Survey (HLS), as required by state and federal law, on our state form within the enrollment packet. The purpose of the HLS is to determine if a language other than English is used in the student's home. Prior to completing the HLS, parents will receive an explanation regarding its purpose and uses, as well as the possibility that their child may be given an assessment to measure their English language proficiency level. In particular, it will be made clear that the HLS is not used to determine a student's language classification or immigration status.

The HLS consists of four questions:

- What language did the student learn when they first began to talk?
- What language does this student most frequently use at home?
- What language do you use most frequently to speak to this student?
- Which language is most often used by the adults at home?

These questions are used to determine a student's home language status as follows:

- English Only (EO) if the answers to all four questions on the HLS are "English," the child is classified as English Only
- Possible English Learner if the answers to any of the first three questions on the HLS indicate a language other than English, or a combination of English and another language, the child is assessed to measure their level of English proficiency.

However, if the parent's response to the first three questions on the HLS is English, and the response to the fourth question is other than English, then reasonable doubt may exist as to the student's home language. The school's administrator/designee must research the student's home language background using the following indicators, as well as consultation with the student's parent:

---

[86] California Department of Education. (2010).

- Parent/guardian requires an interpreter to communicate in English
- Parent/guardian speaks to their child in a language other than English
- The HLS is completed in a language other than English (*e.g.* including spelling the word "English" as "*inglés*")
- Student initiates interaction with their parents/guardians in a language other than English
- It is revealed that the child, while their parent/guardian is at work, is under the care of a person(s) who speaks a language other than English
- Student demonstrates a lack of comprehension regarding instruction and classroom/school routines conducted in English

If there is evidence of significant non-English exposure, then the pupil must be administered the state English language proficiency assessment, currently known as the English Language Proficiency Assessments for California (ELPAC).

> **NOTE:** *when reasonable doubt is established, the school must annotate the HLS to document the reasons for ELPAC administration. The school administrator/designee must sign and date the annotations provided[87]*

The parent has the right to amend the HLS at any time. However, if the student has already been administered the ELPAC, any changes to the HLS will not affect the student's official language classification. If the parent amends the HLS prior to ELPAC administration, the Charter School will honor the changes made while continuing to take reasonable doubt into consideration, given the probable impact of the change relative to the parent's or student's observed linguistic behavior.

Additionally, the information provided on the initial HLS takes precedence over any information provided on subsequent surveys completed by the parent. Specifically, if the parent submits English Only on the HLS for our school, but has an ELA status of EL, we will maintain the English Learner status and works towards re-classification of the student.Information provided on the HLS is maintained in our student records system. Students found to be English Learners will have a Master Plan folder created that will be located intheir cumulative folder.

Process for Identifying English Learners

Initial Identification

Once enrollment has been confirmed, the process of identifying the needs of our incoming students begins. Information resources include:

- Review of previous school records, if available
- Parent interview to establish services provided at previous school
- CALPADS search

Early identification is essential to establishing a relationship with the family and easing the transition for the student. Once possible or English Learner status has been established, a meeting will be arranged

---

[87]

https://www.lausd.org/cms/lib08/CA01000043/Centricity/domain/171/el%20compliance/New%20EL%20Designee%20PD_Elem_Sec_8_26_15.pdf

with the family to discuss support options and the Master Plan folder is created that will include results of an initial assessment and annual academic and ELD progress goals – including strategies towards re-classification.

State and federal regulations require that if the student's HLS indicates a language other than English is used at home, the student's English language proficiency level must be assessed. Students will be assessed within 30 calendar days at the beginning of the schoolyear or within two weeks if a student enrolls during the school year. In addition, parents must be notified of the preliminary assessment results within 30 days of initial enrollment.

The purpose of the English language proficiency assessment is to officially determine a student's language proficiency level in English. It is also used on an annual basis to measure progress in acquiring English language. Based on a student's overall performanceon the ELPAC, they may be classified as an EL or an Initially Fluent English Proficient (IFEP) student. Once a student is identified as an EL, the student must be annually assessed with the ELPAC until he/she meets the eligibility criteria and is reclassified to Fluent English Proficient.

Initial ELPAC assessments must be hand-scored at the school site so that an interim language classification can be identified for each student assessed. This score is used to determine appropriate supports and aids that will be provided to the student. The student'spreliminary overall proficiency level will be reported to the parents via the Initial Parent Notification of Language Test Results letter within 30 calendar days of initial enrollment.

At the end of the testing cycle, student test booklets are submitted to the test vendor for official scoring. The test vendor provides the school with the official ELPAC results. ELPAC results are accurately and permanently stored in the student's cumulative file and the school's student information system.

> **NOTE:** *if there is a discrepancy between the unofficial hand scored results and the official score provided by the test vendor, the official score overrides the unofficial hand scored results.*[88]

At least once yearly, the EL team meets to review the performance and progressof EL and RFEP students. The EL team includes:

- The school principal (who serves as the EL Coordinator)
- ELA teachers
- Intervention staff/ literacy coaches
- Other staff as appropriate
  - Special Ed team
  - Classroom teachers
  - Counselor
  - Parents of the student being reviewed.

The review of students who have met reclassification criteria takes place in late summer/fall after the

---

[88]

https://www.lausd.org/cms/lib08/CA01000043/Centricity/domain/171/el%20compliance/New%20EL%20Designee%20PD_Elem_Sec_8_26_15.pdf

release of annual assessment scores and by teacher request for students meeting proficiency benchmarks in Language Arts or Math. For students notmeeting proficiency benchmarks in core content areas, staff will meet to analyze student assessment data and decide on next steps.

The EL team will maintain a record of EL and RFEP student progress that willinclude, but is not limited to, data on annual assessment scores, periodic assessment results, curriculum embedded assessments and teacher evaluation reports.

The EL coordinator and site administrator coordinate the monitoring of the English Learner and reclassified students. All EL and RFEP students are monitored at the end of each semester. RFEP students continue to be monitored for a minimum of 2 years following reclassification, this includes RFEP students that have transferred to our schoolwithout receiving the proficient or advanced label. Appropriate intervention measures may include:

- student/teacher/parent conference
- after school tutoring
- specialized reading, writing or math instruction
- content based language development support
- placement in reading, writing or math support class
- after school academic support
- intervention classes
- extended year opportunities/summer program

IBA provides various instructional support options tailored to meet the diverse needs of ELs. All program supports guarantee access to a full, comprehensive curriculum with scaffolds and support for students at different English language proficiency levels. The ultimate goal for all support options is for ELs to prepare to graduate middle school fullyprepared for success in high school, college and careers.

Education Programs for English Language Acquisition

Mainstream English Instructional Program for 5th – 8th Grade: The goal of this program is to ensure that ELs continue to progress linguistically and academically to meet ELD and grade level content standards. These students receive appropriately differentiated ELD instruction and scaffolded academic content instructionand support. This program option also meets the needs of reclassified students to ensure that their linguistic and academic skills are comparable to the performance of their native English proficient peers.

ELs are expected to meet reclassification criteria within 5 full years of instruction, as stated in LAUSD's EL Master Plan. Therefore, as a Grade 5-8 middle school, IBA should be able to expect that most students enrolling from LAUSD schools should be at or near reclassification status. ELs not meeting reclassification criteria at the beginning of their 6th year are considered Long Term ELs. IBA is committed to providing foundational support to help these long term ELs reach re-classification criteria before graduating 8th grade. The EL Program Components at IBA include:

- Mainstream Language Arts course with EO/RFEP/IFEP students
- Access to instruction in all curricular areas aligned to content standards using SDAIE methodology in SDAIE designated courses.

- Differentiated instruction and SDAIE strategies used in content classes
- State adopted, District approved, standards-based materials and supplemental materials
- The other instructional strategies listed below – Total Physical Response, cooperative learning, Language Experience Approach, dialogue journals, and academic language scaffolding

Further, as a school with an academically advanced program, IBA has incorporated many of the components of *LAUSD's Accelerated Learning Program for Long Term English Learners, grades 6 - 12*. The goals of this instructional program model are to accelerate the academic ELD and to attain academic proficiency in core content subjects for ELs who have attended school in the US for more than 5 full years (i.e., beginning their 6th year and beyond), but still have not met the criteria to be reclassified. Since IBA includes 5th grade, these supports are available to all EL students upon enrollment and aim to reduce the risk of dropping out of school, ensure that these students are able to perform at a level comparable to their native English-speaking peers, and have access to and meet A-G graduation requirements to be college prepared and career ready. These components:

- Advanced, content based ELD emphasizing oral and written academic language development with an emphasis on expository text. Includes instruction in organization strategies and support forother content classes.
- Support classes that teach academic language through science or social science content.
- Access to instruction aligned to content standards.
- Students clustered in heterogeneous Mainstream English content classes
- Explicit language and literacy development across curriculum using SDAIE strategies.
- Focus on study skills and critical thinking in all content areas.
- All LTELs (long term English Learners) are assigned to a member of the EL/ELPAC team to monitor their language proficiency level, test results, goals for meeting grade level standards, and progress toward reclassification.

English Learner Newcomer Program, Grades 5-8: The goals of this instructional model are the same as outlined above. However, additional support is provided outside of the classroom to acquire Early Intermediate or Intermediate academic English language proficiency and to develop core academic skills and knowledge for immigrant students new to U.S. schools. This additional support ensures that newcomers are better prepared to participate, with support, in Mainstream English language classrooms. This model also supports acculturation to new school routines and communities. It is designed to foster literacy and academic skills in English of recent middle and high school age immigrants who sometimes arrive with limited primary language literacy and/or formal schooling. A newcomer is defined as a student enrolled in a U.S. school for less than 2 years and who is at beginning levels of English proficiency.

EL Instructional Strategies: In hiring teachers, IBA seeks those who are trained to provide sheltered instruction using SDAIE techniques. Teachers also pair ELs with students who can effectively translate. In addition, many activities are hands-on rather than text-based, diminishing reliance on reading and listening as the only learning modalities.

Strategies used include, but are not limited to the following techniques:

- **Total Physical Response (TPR)**. Developed by James J. Asher in the 1960s, TPR is a language-learning tool based on the relationship between language andits physical representation or execution. TPR emphasizes the use of physical activity to increase meaningful learning

opportunities and language retention. ATPR lesson involves a detailed series of consecutive actions accompanied by a series of commands or instructions given by the teacher. Students respond by listening and performing the appropriate actions. Asher emphasizes that TPR can be the major focus of a language program or an extremely effective supplement.[89]

- **Cooperative Learning**. (Robert E. Slavin) has shown cooperative learning can be effective for students at all academic levels and learning styles.[90] Other research indicates that cooperative learning can be an "effective vehicle for learning content and learning in a second language".[91] Cooperative learning involves student participation in small-group learning activities that promote positive interactions. As Cochran notes,"Cooperative learning makes sense for teachers who have Limited English Proficient pupils in their classes because all students are given frequent opportunities to speak and because a spirit of cooperation and friendship is fostered among classmates."[92] Through a shared learning activity, students benefitfrom observing learning strategies used by their peers. ELL students can benefitfrom face-to-face verbal interactions, which promote communication that is natural and meaningful [93]. Calderon suggests that "cooperative learning is effective when students have an interesting well-structured task such as a set of discussion questions around a story they just read, producing a cognitive map of the story, or inventing a puppetshow to highlight character traits"[94].

- **Language Experience Approach** (also known as Dictated Stories). This approach uses students' words to create a text that becomes material for a readinglesson.[95] Students describe orally a personal experience to a teacher or peer. The teacher or another student writes down the story, using the student's words verbatim. The teacher/student then reads the storyback as it was written, while the student follows along. Then the student reads thestory aloud or silently. Other follow-up activities can be done with this approach. In this way, students learn how their language is encoded as they watch it written down, building sight word knowledge and fluency as they use their own familiar language. This approach allows students to bring their personal experiences into the classroom—especially important for culturally diverse students.[96]

- **Dialogue Journals** (Also known as Interactive Journals). This approach is a way for teachers to

---

[89] Asher, J. J. (1982). *Learning Another Language Through Actions* (2nd ed.). Los Gatos, CA: Sky Oaks.

[90] Slavin, R. E. (1995). "Cooperative Learning and Intergroup Relations." *Handbook of Research on Multicultural Education*, pages 628-34. Hoboken, NJ: Jossey-Bass.

[91] Cohen, E. G., Lotan, R., Scarloss B. A., & Arellano, A. R. (March 1999). "Complex instruction: Equity in cooperative learning classrooms." *Theory Into Practice*. 38;2: 80-86.

McGroarty, M. (1989). "The benefits of cooperative learning arrangements in second language instruction." *NABE Journal*, *13*;2: 127-143.

As cited in Calderon, M. (2001). "Curricula and methodologies used to teach Spanish-speaking Limited English Proficient students to read English." In R.E. Slavin, & M. Calderon (Eds.), *Effective programs for Latino students*. (pp. 251–305). Mahwan, N.J.: Erlbaum.

[92] Cochran, C. (1989). Strategies for Involving LEP Studietns in the All-English-Medium Classroom: A Cooperative Learning Approach. Washington, DC: National Clearinghouse for Bilingual Education.

[93] Johnson D. W., Johnson, R.T., & Holubec, E. J. (1994). *Cooperative Learning in the Classroom*. Alexandria, VA: Association for Supervision and Curriculum Development.

Kagan, S. (1994). *Cooperative Learning*. San Clemente, CA: Resources for Teachers, Inc.

[94] Calderon, M. (2001). "Curricula and methodologies used to teach Spanish-speaking Limited English Proficient students to read English." In R.E. Slavin, & M. Calderon (Eds.), *Effective programs for Latino students*. (p. 280). Mahwan, N.J.: Erlbaum.

[95] Carrasquillo, A. L., & Rodriguez, V. (2002). *Language Minority Students in the Mainstream Classroom*. Bristol, UK: Multilingual Matters.

[96] Peterson, Cynthia L.; Caverly, David C.; Nicholson, Sheila A.; O'Neal, Sharon; Cusenbary, Susen. (2000). *Building Reading Proficiency at the Secondary Level: A Guide to Resources: Introduction.*

engage students in writing. Students write in a journal, and the teacher writes back regularly, responding to questions, asking questions, making comments, or introducing new topics. Here the teacher does not evaluate what is written, but models correct language and provides a nonthreatening opportunity for ELL students to communicate in writing with someone proficient in English, and to receive some feedback.[97] Reid's literature review and her action research project show dialogue journaling with a teacher to be beneficial in improving spelling and fluency.

- **Academic Language Scaffolding**. The term "scaffolding" is used to describe the step-by-step process of building students' ability to complete tasks on their own.[98] Academic language scaffolding draws on Cummins's research into Cognitive Academic Language Proficiency.[99] Scaffolding actually consists of several linked strategies, including modeling academic language; contextualizing academic language usingvisuals, gestures, and demonstrations; and using hands-on learning activities that involve academic language. These strategies are a central part of sheltered instruction methods, but can be used in any classroom context. *(See Gibbons [2002] for specific scaffolding strategies.)*

- **Native Language Support**. Whenever possible, ELL students should be provided with academic support in their native language.[100] Even in English-only classrooms, and even when an instructor is not fluent in a student's language, this can still be done in a number of ways. According to Lucas and Katz, a student's native language serves several important functions: it gives students "access to academic content, to classroom activities, and to their own knowledge and experience" (paragraph 5). In addition, they found that it also "gave teachers a way to show their respect and value for students' languages and cultures; acted as a medium for social interaction and establishment of rapport; fostered family involvement, and fostered students' development of, knowledge of, and pride in their native languages and cultures" (paragraph 24).[101]

How the Program will Use the Results of the ELPAC to Support and Accelerate Student Progress

It is expected that ELs progress at least one ELPAC level annually. This growth will be reflected in each EL students' Master Plan folder via annual assessment and test results, report cards, teacher feedback and benchmark assessments. Students not showing observable growth towards EL and academic goals will be placed on a measurable and rigorous academic contract with the school to ensure that foundational

---

[97] Peyton, J. K. (2000). Dialogue Journals: Interactive Writing to Develop Language and Literacy.
Holmes, V. L., & Moulton, M. R. (1997). "Dialogue Journals as an ESL Learning Strategy." *Journal of Adolescent & Adult Literacy*. *40*;8: 616–621. U7

[98] Gibbons, P. (2002). "Learning language, learning through language, and learning about language: Developing an integrated curriculum." In *Scaffolding Language, Scaffolding Learning: Teaching Second Language, Learners in the Mainstream Classroom*. (pp 118-138). Portsmouth, NH: Heinemann

[99] Chamot, A. U., & O'Malley, J. M. (1996). "The Cognitive Academic Language Learning Approach: A Model for Linguistically Diverse Classrooms." *The Elementary School Journal*. 96;3: 259–273.
http://www.jstor.org/stable/1001757
Cummins, J. (1981). "The role of primary language development in promoting educational success for language minority students." In California State Department of Education (ed.), *Schooling and Language Minority Students: A Theoretical Framework*. (pp 3–49). Los Angeles, CA: National Dissemination and Assessment Center.

[100] Thomas, W.P., & Collier, V.P. (2002). A National Study of School Effectiveness for Language Minority Students' Long-Term Academic Achievement.

[101] Lucas, T., & Katz, A. (1994), "Reframing the Debate: The Roles of Native Languages in English-Only Programs for Language Minority Students." *TESOL Quarterly*. 28: 537-561.

weaknesses are being addressed both at school and at home.

Intervention Support Options for English Learner Students Not Meeting Expected Progress Goals

Services provided by the school to help individual students stay on track which may include:

- Technology supports used to increase foundational understanding in English Language Arts and Math. These academic supports are made available to the student both at home and at school.
- Lexia: This online program helps more learners read, write, and speak with confidence. Lexia is built upon the science of reading and structured literacy, delivering the systematic and explicit instruction learners need to truly comprehend, retain, and apply literacy foundations. With a comprehensive suite of professional learning, curriculum, and embedded assessment solutions, Lexia helps schools connect educator knowledge with practical classroom instruction to accelerate literacy gains.
- ALEKS: **A**ssessment and **L**earning in **K**nowledge **S**paces is a Web- based assessment and learning system. ALEKS uses adaptive questioning to quickly and accurately determine exactly what a student knows and doesn't know in a course. ALEKS then instructs the student on the topics he/she is most ready to learn. As a student works through a course, ALEKS periodically reassesses the student to ensure that topics learned are also retained. ALEKS courses are very complete in their topic coverage and ALEKS avoids multiple-choice questions. A student who shows a high levelof mastery of an ALEKS course will be successful in the actual course she is taking.
- Khan Academy: Students can use the extensive video library, interactive challenges, and assessments from any computer with access to the web. The library covers **K-12 math**, science topics such as **biology, chemistry, and physics,** and even humanities with playlists on **finance and history.** Each video is a digestible chunk, approximately 10 minutes long, and especially purposed for viewing on the computer. Every time a student works on a problem or watches a video, Khan Academy remembers what they have learned and where each student is spending their time. This data then exposes powerful statistics to each user and their teachers. At-**a-glance information is provided about everything the student has been learning** and whether or not they have been achieving their goals.

OARS Assessment Completed on Prior Year Content Knowledge

The Online Assessment Reporting System (OARS) is a web-based data management system that facilitates the collection, reporting, and analysis of stateand schoolwide assessment information. Teachers and administrators use the dataand report options in OARS to monitor student progress, to identify curricular areas that may need to be reinforced or re-taught, and to plan for the next instructional unit. Access to OARS is password protected and intended for use bystaff only. Assessment data is a powerful tool that is used by our teachers to drill down to theexact instructional grade where lapses and content knowledge mastery begins to weaken. Mastery in ELA and MATH is determined when a student receives a score on the high end of proficient or advanced. When a student receives an assessment score of less than proficient this grade level will be used as their base for content knowledge. After identification has been established, teachers can create worksheets targeted on grade level content and standards to build up the student's foundational learning to assist with new learning in the classroom.

Teachers are then able to track student's progress towards current grade level goals. This program can be used during the year as a supplement to current gradelearning. As well as, providing the basis for an intensive Winter and Summer Break program designed to provide all of our students with depth of knowledge tools that will give them access to our curriculum for which they would previously have been denied.

Intervention for English Learner Students Not Meeting Minimum Progress Expectations

The minimum progress expectations benchmarks have been defined to assist parents, educational personnel and students to understand what constitutes appropriate progress for the students' instructional program and when students require additional support. All ELs are monitored regularly by IBA staff to ensure adequate progress toward acquiring English proficiency and mastery of grade level academic content. Multiple measures are used to gauge progress including report cards, missing assignments, assessment results, and teacher feedback. In addition, student progress is discussed in weekly staff meetings as well. When students fail to meet the expected progress benchmarks, interventions are provided to accelerate learning and parents are notified in writing of the student's specificareas of need as well as the intervention(s) that are being provided.

Students not meeting minimum progress expectations as identified through report cards, teacher concerns, assessment results or progress monitoring will be enrolled in A.M. Academic Assistance. This program is designed to give students more time and attention outside of the classroom. The goal is to increase their understanding of the core subjectsand improve their grade to satisfactory.
All instruction is designed to ensure that EL students acquire English language proficiency, master academic content standards required of all California students, and recoup any academic deficits that they may have accrued while in EL status. IBA commits to implementing the following three guiding principles in all of its instructionalservices for ELs and SELs:

- ELs and SELs possess a variety of linguistic and cultural abilities that areviewed as assets.
- Focused instruction for these students builds on their cultural and linguistic strengths and provides meaningful access to a curriculum that is standards based,cognitively complex, rigorous and coherent.
  - ➢ Well articulated, standards based, differentiated ELD instruction,specifically designed for ELs
  - ➢ Well articulated, standards based, differentiated instruction usingSDAIE to ensure full access to the core curriculum
- All teachers are teachers of both language and content

IBA recognizes its obligation to ensure that ELs become proficient in English as rapidlyand effectively as possible. We consider these obligations to be among the highest priorities of our school. ELD is a part of our mainstream English Language Arts

instruction. English Language Arts addresses all four domains of language: speaking, listening, reading and writing. It is the content area where students first learn to read, andthen read to learn. The intent of ELD is to accelerate English language learning in strategic ways by developing listening, speaking, reading and writing with robust and contextualized instruction. This includes many opportunities for students to engage in meaningful language practices at an appropriate level of challenge and complexity.

Effective ELD improves access to reading/language arts and all core subjects by explicitly focusing on the language demands of the core. It is instruction that is incorporated into our standards-based program in reading and language arts. ELD is considered by the state of California, the US Department of Education, and IBA to be core instruction for ELs and not an elective or an instructional service from which students may opt out. IBA feels that by incorporating ELD and SDAIE instruction into our core curriculum, and hiring only certified teachers with an EL authorization, we are introducing best practice models into our curriculum for all students that can also addressfoundational weaknesses in students who are outside of the EL or SEL classification.

As described in "*Improving Education for English Learners: Research Based Approaches*" (CDE, 2010), the purpose of EL instruction is to "advance English learners' knowledge and use of English in increasingly sophisticated ways." The intent of the ELD component of instructional programs for ELs is for teachers to explicitly and intentionallyteach English in order to develop a strong English language foundation in both social and academic settings. Current research evidence indicates that providing explicit ELD instruction is valuable for ELs. In addition, there is strong supporting evidence that ELD instruction should include interactive activities among students. These activities must be carefully planned and implemented. IBA's implementation of the Backwards Design model into classroom learning, project-based learning opportunities, cross curriculum learning, use of table groups in classroom activities and the integration of technology intoclassroom lectures helps us to achieve our ELD goals for all students. ELD instruction is research and standards based. It is systematically planned and structured via a scope and sequence of language progressions. It must be assessed and monitored for progress over time to ensure that ELs learn English within a reasonable amount of time. It is planned and delivered targeting specific language objectives. ELD instruction teaches elements and features of the English language such as vocabulary, syntax, grammar, discourse, functions and conventions, as well as the comprehension andproduction of discipline specific academic language (e.g. from math, science, social studies). There is ample evidence that providing carefully planned lessons explicitly addressing specific aspects of English is far more productive than merely exposing students to abundant English and incidentally addressing specific forms. IBA endorses the following guidelines for effective ELD instruction provided by Saunders and Goldenberg (in CDE, 2010, pgs. 27-28).

- ELD instruction emphasizes listening and speaking although it can incorporatereading and writing
- ELD instruction explicitly teaches elements of English (e.g., vocabulary, syntax,grammar, functions and conventions).
- ELD instruction is planned and delivered with specific language objectives for eachlesson.
- ELD instruction integrates meaning and communication to support explicit teachingof language
- ELD instruction includes carefully planned interactive activities among students.
- ELD instruction provides student with corrective feedback on form.
- ELD teachers attend to communication and language learning strategies duringinstruction.
- ELD instruction emphasizes academic language as well as conversational language
- ELs are placed in mixed classrooms and are not segregated by language proficiency.

ELD addresses all domains of language as mentioned previously; however, the emphasis is on speaking and listening. There is well established research evidence that supports theimportance of oral language proficiency. The development of oral language is positively related to the development of literacy. (August & Shanahan, 2006). Moreover, recent research suggests that increased time spent on oral language instruction leads to stronger oral language outcomes without compromising literacy outcomes

(Saunders & O'Brien, 2006). In fact, teachers who spent more time creating and implementing well-designed oral language activities saw greater growth in their EL students' literacy skills. As identified in the Common Core State Standards, opportunities for listening and speaking must be thoughtfully planned, not left to chance, therefore these domains must be taught purposefully in every classroom. As students progress in ELD levels, these activities must also increase in sophistication, support students to engage in analyzing, explaining, discussing, constructing arguments about, and provide evidence from complex texts in allacademic content areas.

IBA has adopted a model for instructed ELD articulated by Dutro and Kinsella (in CDE, 2010). The goal of this model is to ensure that all ELs develop full English proficiency. Each lesson is designed to build fluent and accurate use of English for a range of academic and other real life purposes. These lessons address three critical areas of language development:

- Purposeful uses of language as described in Common Core State Standards(e.g., academic language functions)
- Language tools needed to accomplish these goals.

- Robust and contextualized instruction that includes many opportunities toengage in meaningful language practice.

While many ELs are making expected progress toward language and academic goals, we must also address the needs of those who have not made adequate progress toward language and academic goals and who are Long Term ELs. ELD instruction is differentiated by the student's level of English language proficiency. The number of yearsa student has attended US schools is also taken into consideration when a student enrolls at IBA, to make sure academic supports are provided as needed. This is done because thetime students have been attending US schools impacts the student's language development. This is especially important at the secondary level where there are both newly arrived students and Long Term ELs who may have the same ELPAC score.

The following measurements to gauge progress towards reclassification are used for both English Learners and LTELs. Depending upon when a student enrolls at IBA, they may already be classified as a Long Term EL and extra support must be provided to ensure that reclassification happens. Regular assessments that measure English proficiency above and beyond curriculum embedded assessments are administered regularly. IBA monitors EL student development of English using:

- ELPAC scores
- Common Benchmark Assessments
- Curriculum embedded assessments
- OARS blueprint and teacher developed assessments

All assessment data is included in the Master Plan folder for each student and will be reviewed with support staff, administrators, teachers, parents and students at each gradingperiod. When students have not made adequate progress, interventions are applied. Theseinterventions can include:

- AM Academic Assistance
- after school support with computer assisted technology or teacher tutoring
- summer ELA and Math program to address foundational weaknesses

- other instructional supports designed to help the student quickly accelerate to theexpected level of English proficiency

These regular reports serve to remind teachers of their students' status and progress toward the expected achievement benchmarks. While some of this data does not change over the school year, it is imperative that teachers review and monitor the other assessment data in order to intervene in a timely manner if adequate progress is not beingmade.

At least once per year, the EL/ELPAC team will meet to review the progress of each ELand LTEL who is not making adequate progress. The review will include:

- progress towards minimum progress expectations
- overall ELPAC results for current and previous years
- number of years in the EL program
- CAASPP scores in ELA and MATH for current and previous years
- current benchmark scores
- current ELD grades for all four domains (listening, speaking, reading, writing)
- overall GPA
- current progress reports, if applicable
- additional risk factors such as:
- attendance
- suspensions
- below grade level reporting marks
- parent involvement level
- student discipline reports/incidents
- participation in school sponsored intervention programs

When ELs, or Long Term ELs, struggle, care must be taken to determine, as precisely aspossible, the specific area of need and provide accelerated instruction to meet those needs. In all interventions, the curriculum addresses the student's specific learning needsand progress is monitored and reported. The intervention process includes:

- initial meeting with EL/ELPAC team to discuss teacher concerns about the student'sprogress. Parents/guardians will also be invited to participate in this initial discussion.
- assessment to determine specific area(s) of need and instruction that targets thoseneeds.
- entry and exit criteria for participation in the intervention. No intervention should continue more than 8 weeks if the student does not show significant progress. If a student is not benefitting from the intervention in that period of time, the intervention is considered ineffective and alternative instructional strategies shouldbe identified and provided
- weekly progress monitoring to ensure the effectiveness of the intervention.
- systematic and explicit instruction with modeling, multiple examples and feedback
- creating a plan for student achievement which includes:
- interventions provided by the school
- the process the school uses to identify EL students who need interventions and theprocess used to determine the type of instruction needed
- how the school will evaluate the effectiveness of the interventionsimplemented will be included in each students' Master Plan folder

SDAIE: Specially Designed Academic Instruction in English (SDAIE) is a methodology centered around four elements: content, connections, comprehensibility and interaction. Each element is designed to make instruction understandable and grade-level academic content accessible for English learners. All teachers who provide content instruction in English at any grade level must use SDAIE methodology to provide access to core content areas for EL students, taking into account their level of language proficiency and the language demands of the lessons. In addition, teachers need to consider the language needed to construct meaning and demonstrate acquisition of a concept/skill.

The primary purpose of SDAIE instruction is:

- teaching skills and knowledge in the content areas, more specifically content identified in standards for ELA, Math, Science, Social Studies, Physical Education and the Arts.
- promote language development, particularly what is called academic language, orthe language of discipline. This is the essence of SDAIE instruction: *where use of the primary language is not possible, instruction is "sheltered" (or adjusted) in order to help students learn skills and concepts taught in a language they do not fully comprehend.*[102]

ELs are provided with access to well-articulated, standards-based core curriculum viamany different scaffolding techniques and strategies.

The key features of sheltered content instruction are:

- grade-level appropriate content standards equivalent to the non-sheltered instruction for each content area
- emphasis on the key or essential standards
- alternate assessments that allow students to demonstrate content mastery withminimal construct-irrelevant language interference; i.e., the language of the assessment minimizes interference with the student's ability to demonstrate knowledge of the subject
- significant scaffolding of content
- emphasis on language objectives in addition to content objectives
- alternate materials that may present the content with a more accessible reading leveland/or more visual supports
- extensive student engagement strategies that allow students to practice using thelanguage of the discipline in meaningful ways

In order to ensure that access to core instruction is being implemented effectively at all grade levels, periodic walkthroughs by site administrators must be done to ensure that SDAIE instruction is occurring in each classroom where ELs are placed.

---

[102]

https://www.aft.org/ae/summer2013/saunders_goldenberg_marcelletti#:~:text=The%20essence%20of%20sheltered%20instruction,—English%20language%20arts%2C%20math%2C

Process for annual evaluation of the charter school's EL program(s)

The Principal at IBA is responsible for ensuring the quality and success of all instructional programs and reports to the Board monthly regarding the school's progress towards meeting academic goals for all students, including EL students. The Principal also conducts regular observations in every classroom. Feedback, troubleshooting, professional goal setting, and follow up tasks are provided after each observation. In addition, the Principal works in conjunction with the EL/ELPAC coordinator and ELA teachers to review summative data on student progress, including annual ELPAC test results. The data analysis is followed by discussions in weekly staff meetings and, if necessary, specific Professional Development designed to target areas of concern will be planned. We expect our ELs to show proficiency in content areas and improve at least one ELD level annually as measured by the ELPAC.

Since 21 or more English Learners are enrolled, the IBA maintains an English Learner Advisory Committee ("ELAC") comprised of parents of English Learners, who will meet quarterly with the Principal (or his/her designee) during the school year to review the EL program and outcomes.

Process and Specific Criteria For Reclassification

IBA reclassifies EL students to RFEP at the point when specialized language and academic support services are deemed no longer needed for ELs to be successful in mainstream educational programs at a level commensurate to non-ELs. This decision is made using criteria that include assessment of English language proficiency using the ELPAC, CAASPP scores in English Language Arts, teacher evaluation and parent consultation.

Once ELs are reclassified, they retain their RFEP status for the rest of their education careers. However, the academic progress of RFEP students must be monitored for a minimum of 2 years, as required by state and federal guidelines, and if their continued linguistic and academic performance declines or stalls, interventions are provided to ensure that these students reach and maintain grade level academic proficiency.

ELs are reclassified to fluent English proficient based on the following multiple criteria that are identified in the Education Code and recommended by the State Board of Education (SBE). The school employs the following EL Reclassification Criteria:

> 1. Assessment of language proficiency, using an objective assessment instrument, including but not limited to, the state test of English language development
> 2. Teacher evaluation, including, but not limited to, a review of the student's curriculum mastery*
> 3. Parent/guardian consultation and opinion
> 4. Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age

*This includes consideration of the student's grades and report card marks. In the event that a student meets the ELPAC and CAASPP criteria but NOT the grade/report card mark requirements, other student data must be analyzed to demonstrate grade level proficiency. The following multiple measures must be considered:

- score of basic or higher on standards based ELA assessments
- report card grades in equivalent ELA courses (Science, Social Studies)
- prior CAASPP scores
- student work samples, especially writing samples

The school administrator/designee is responsible for ensuring that ELs who meet the eligibility criteria are reclassified in a timely manner. This process begins when the official results of the CAASPP and ELPAC are released, as well as at the end of each semester.

- Administrators or EL coordinators must review EL roster for accuracy and missing data.
- Students who have met the reclassification criteria are identified and parents arenotified of their proficiency, both orally and in writing.
- Parents review and sign the Notification of Reclassification

Process for Monitoring Progress of English Learners and Reclassified Students

At least once yearly, the EL/ELPAC team meets to review the performance and progress of EL and RFEP students. The EL/ELPAC team includes:

- Principal
- Intervention staff: currently 5th grade teacher and English teacher
- other staff as appropriate
- Special Ed team
- classroom teachers
- parents of the student being reviewed.

The review of students who have met reclassification criteria takes place in late summer/fall after the release of annual assessment scores and by teacher request for students meeting proficiency benchmarks in ELA or Math. For students not meeting proficiency benchmarks in core content areas, staff will meet to analyze student assessment data and decide on next steps.

The EL/ELPAC team will maintain a record of EL and RFEP student progress that will include, but is not limited to, data on annual assessment scores, periodic assessment results, curriculum embedded assessments and teacher evaluation reports.

The EL coordinator and site administrator coordinate the monitoring of the English Learner and reclassified students. All ELL and RFEP students are monitored at the end of each semester. RFEP students continue to be monitored for a minimum of 2 years following reclassification, this includes RFEP students that have transferred to our school without receiving the proficient or advanced label. Appropriate intervention measures may include:

- student/teacher/parent conference
- after school tutoring
- specialized reading, writing or math instruction
- content based language development support
- placement in reading, writing or math support class
- after school academic support
- intervention classes

- extended year opportunities/summer program

IBA provides various instructional support options tailored to meet the diverse needs of ELs. All program supports guarantee access to a full, comprehensive curriculum with scaffolds and support for students at different English language proficiency levels. The ultimate goal for all support options is for ELs to prepare to graduate middle school fully prepared for success in high school, college and careers.

Process for monitoring progress and effectiveness of supports for Long Term English Learners (LTELs) and for students "At-Risk" of Becoming LTELs

The Charter School evaluates the effectiveness of its education program for ELs by:

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

GIFTED AND TALENTED (GATE) STUDENTS AND STUDENTS ACHIEVING ABOVE GRADE LEVEL

Since the mission of IBA includes assuring that all students' educational experiences are rigorous, teachers are prepared to provide additional challenges for these students. Projects and presentations are particularly useful in assuring that students are accountable for working up to potential as they can customize expectations to the learner. Students working at different paces are sometimes paired so that students excelling in a particular subject help students struggling with material. Progress of students identified as gifted or performing above grade level standards will be monitored based on report card review, standardized assessment scores and achievement in ALEKS and Lexia to ensure that students are still being challenged academically.

Additionally, teachers at IBA use strategies such as cubing, tic-tac-toe, independent learning contracts, and rubrics to differentiate content, process, and product for ALL students. Teachers use the work of Carol Ann Tomlinson as a resource for instructionally differentiation. [103]

At parent request, IBA will complete a Gifted/Talented or SAS program application. A parent must supply *evidence* that proves eligibility. IBA schools identify students previously identified as gifted after a review of the cumulative folders each year. The principal is the onsite designee for the Gifted/Talented or SAS program.

However, families new to LAUSD or students who have not been identified as gifted before may request testing to qualify for magnet placement in gifted or highly gifted school settings for high school. This can be done by supplying one or more of the following:

---

[103] Tomlinson, C. A., & Allan, S. (2000) *Leadership for Differentiating Schools & Classrooms*. Alexandria, VA: Association for Supervision & Curriculum Development.

- **Documentation that your child has been identified as gifted by a LAUSD psychologist** in the Intellectual, High Achievement, Specific Academic, Creative or Leadership Ability categories.
- **Documentation of national percentile scores of 85 or above** on the most current District-approved standardized norm-reference tests in **both**
    - total reading/ELA or reading composite **and**
    - total math or math composite **or**
    - verbal reasoning **and** quantitative reasoning **or**
    - total (APR) Verbal (OLSAT-8) **and** total (APR) Non-Verbal (OLSAT-8).
- **Supply a portfolio of your child's work that demonstrates ability in all four** critical-thinking and problem-solving skills in their primary language and demonstrates the ability or strong potential to perform two years above grade level in academic subjects. Eligibility will ultimately be determined by a team of teachers after reviewing the work.
    - Explain meanings or relationships among facts, information, or conceptsthat demonstrate depth and complexity.
    - Formulate new ideas or solutions and elaborate on the information.
    - Use alternative methods in approaching new or unfamiliar mathematicalproblems.
    - Use extensive vocabulary easily and accurately to express creative ideas.

If students were not previously identified as gifted and do not meet the standardized test score requirement in both ELA and Math, report cards and teacher input will be gathered to determine student's ability to perform above grade level.

The principal monitors the progress of student achievement mainly using PowerSchool, NWEA scores, CAASPP scores, and information provided by teachers. These various sources of data provide a detailed look into which students may be underperforming, as well as learning gaps in particular knowledge or skill areas.

STUDENTS ACHIEVING BELOW GRADE LEVEL

The Principal is responsible for monitoring student achievement and identifying students who are at risk or low achieving. This is done through our MTSS system, collaboration with teachers, the SST process, and review of interim benchmark assessments (NWEA MAP Growth), CAASPP scores, CA Dashboard metrics and other data. The Principal and teachers also review report cards at the end of each reporting period to identify students earning less than satisfactory grades in any of the four core subjects. Students are encouraged to enroll in AM Assistance and parents are notified of the school's concern and offer of assistance. Weekly audits are also completed to review the number of yellow boxes each student has. Yellow boxes indicate missing assignments and a meeting is held with a student having even a single yellow box and a letter is sent home to the parents.

Students have until the end of each reporting period to turn in any missing assignmentsfor that grading period for partial credit. The goal here is for students to improve their grades and understand the importance of completing assignments as assigned.

Supports are provided at school as well as at home. Winter and summer breaks are used to provide intervention and give students the opportunity to prepare for the upcoming school year by using ALEKS, Ticket to Read and completing any assignments not completed during the school year to prepare them for the upcoming year. Students are expected to meet with school staff weekly to check progress.

School staff include any administrative or support staff who are responsible for monitoring at risk students and assisting with their progress towards proficiency and meeting grade level standards.

Findings are then reviewed in weekly teacher meetings and parent meetings to note progress or lack thereof. In addition, as explained earlier, students are given the opportunity to attend AM Assistance for additional support and review with their teachersas well.

SOCIOECONOMICALLY DISADVANTAGED/LOW INCOME STUDENTS

IBA offers a whole day program: school schedule from 8:10 a.m.-3:30 p.m., and a before- and after-care program from 7:00-8:00 a.m. and 3:30-5:00 p.m., respectively, to accommodate working families. Student needs are met on an individual basis, using data about student learning profiles that goes beyond assumptions to identify true learning needs. If students that are socioeconomically disadvantaged are low achieving or struggle with learning differences or are identified as English Language Learners, we utilize strategies described in other sections of this petition.

Students identified as socioeconomically disadvantaged are monitored by office staff to ensure that they have the materials needed to participate at the school. The school provides uniforms as needed to students who otherwise could not afford them. In accordance with California law, all students are provided meals free daily. Office staff ensure that SED students have access to computers before and after school to complete assignments and/or arrange for a computer to be loaned to the student for home use for the school year. In addition, trainings are provided for students and parents to familiarize them with the technology available to them at our school.

Administrative and support staff monitor the progress of SED students through report card reviews, CAASPP reviews, ALEKS and Lexia audits, and number of missing assignment to make sure that each student is progressing towards grade level proficiency.

STUDENTS WITH DISABILITIES

Please see FSDRL at the start of Element 1.

STUDENTS IN OTHER SUBGROUPS: FOSTER AND HOMELESS YOUTH

Ivy Bound's small school community provides a welcoming place for students who are in foster care, homeless or experiencing housing instability, or have other significant needs. These students are identified through teacher/family/staff referral. Our SST and MTSS program ensure students receive any additional support or intervention they need, including referrals to outside agencies that may assist them or their families. Just as we personalize instruction for each student, these students with significant needs experience a personalized approach to support to help meet their needs.

Foster Youth: Foster youth have full access to our program; as needed, specific resources will allocated in our annual LCAP for these students. IBA's Principal serves the school's Foster Youth Liaison. The Foster Youth Liaison, in consultation and agreement with the foster youth and the individual assigned educational rights, shall make educational and placement decisions in the "best interests" of the foster youth. This means that consideration is given to, among other factors, the opportunity to be educated in the least restrictive educational program and that the foster youth have equitable access to the

academic resources, student services related to counseling and health, supplemental instruction, and extracurricular and enrichment activities that are available to all IBA students. IBA will collaborate with the county placing agency, social services, probation officers, juvenile court officers, and other appropriate agencies, as applicable.

Homeless Youth: "Homeless youth" are defined as individuals who lack a fixed, regular and adequate night-time residence due to economic hardship. This includes children and youth who:
- Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason;
- Have a primary night-time residence that is a public or private place not designated for or ordinarily used as a regular sleeping accommodation for human beings;
- Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings;
- Runaway children or children who are abandoned; and
- Migratory children and unaccompanied youth may be considered homeless if they meet the above definition of "homeless."[104]

IBA's Principal serves as our Homeless Liaison and shall ensure that:
- Homeless students are identified by Charter School personnel and through coordination activities with other entities and agencies.
- Homeless students enroll in, and have full and equal opportunity to succeed at the school.
- Homeless students and families receive educational services for which they are eligible.
- Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.
- Homeless youth shall be provided services comparable to those received by other students in the Charter School, including transportation services, educational programs, services provided under Title 1, programs for students with disabilities, programs for students with Limited English Proficiency (LEP), vocational and technical programs, gifted and talented programs, and school nutrition programs.
- The Principal or designee will monitor Homeless students' progress.

"A TYPICAL DAY"

Ivy Bound Academy opens the doors to our school every day at 7:00 a.m. where we offer assistance for any student that needs homework help or content assistance from one of our credentialed teachers. As students enter the school, they are greeted by staff members that are assigned to supervise students until the first bell rings. Classes begin promptly at 8:10 a.m. and each class is 60 minutes long, except on Fridays where the classes are 40 minutes long (Professional development meetings take place every Friday). Students attend six classes a day which includes core classes of ELA, Math, Social Studies, and Science along with Art and Physical Education. Students can be seen engaging in a variety of hands-on activities inside and outside of the classroom. Students create amazing pieces of art during art class and can be seen completing experiments for science class inside and occasionally outside of the classroom. Students can be seen writing poetry in English class and working in groups to solve mathematical problems. Teachers are encouraged to differentiate their instruction and use aspects of the MTSS to ensure all students are actively learning from a wide variety of teaching strategies and

---

[104] 42 USC 11434 (a).

methods.

Students gather to eat their lunch in the afternoon at the same time. Students of all grade levels sit together to share stories and eat. Staff members and administrators are actively monitoring all areas of the campus and are available to assist all students with any concern or challenge. Staff members can be seen checking in with students who are following the community expectations and providing guidance to students who are not. During lunch, some students bring their own food from home, but more than half of our students receive food from the school through our meal program. Many activities and clubs take place during lunchtime as well. Sports like Basketball and Football are played every day by students. Students also stay active by engaging in the variety of clubs that take place during the lunch break. Some of these clubs include our chess club, stock market club, Ambassador leadership group, robotics and coding club, and our student news club.

Students end the school day with their final two classes before going home or staying after school for enrichment opportunities. The final class of the day is a few minutes longer than the rest of the classes. This allows time at the end of the day to ensure student Chromebooks are placed in the charging cart so they are fully charged each morning. Each class has enough Chromebooks for every student in the class where they can access their textbooks, complete assignments on Google Classroom, create projects using Google suite, play content review games, and much more. Additionally, students that need computers to keep at home are loaned a device for the school year. After the dismissal bell rings, all of the teachers remain on campus for at least 30 minutes, some stay longer, to prepare for the next day or offer academic assistance to students. Some students remain on campus during this time to communicate with their teachers and participate in enrichments, clubs, and attend our after-school homework help club. Homework club runs four days a week where students can work on their assignments while being supervised by a credentialed teacher before their guardian picks them up from campus. All students and staff members leave by 5:00 p.m., which is when the school closes for the day.

A visitor would leave our school after observing a typical day inspired by the level of student and staff engagement and recognize the strong sense of community and inclusion that makes Ivy Bound Academy an exemplary school.

ELEMENT 2: MEASURABLE PUPIL OUTCOMES
ELEMENT 3: METHOD BY WHICH PUBLIC PROGRESS TOWARD OUTCOMES WILL BE MEASURED

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

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

Charter School shall meet all statewide content and performance standards and targets. (Ed. Code §§ 47605(d)(1), 60605.)

Charter School shall comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula) and AB 484 (2013), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

STANDARDIZED TESTING

Charter School agrees to comply with state requirements for participation and administration of all state-mandated tests, including computer-based assessments. Charter School shall submit and maintain complete, accurate, and up-to-date California Longitudinal Pupil Achievement Data System (CALPADS) data in accordance with the requirements of California Code of Regulations, title 5, section 861. Charter School hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as Charter School. Upon request, Charter School shall submit, in the requested format (e.g., CD), a copy of the results of all state-mandated tests to the District.

MEASURABLES GOALS OF THE EDUCATIONAL PROGRAM

Ivy Bound incorporates herein by reference its "LCFF State Priorities" table from Element 1.

MEASURABLE PUPIL OUTCOMES: SUMMATIVE ASSESSMENT PERFORMANCE TARGETS

Ivy Bound incorporates herein by reference its "LCFF State Priorities" table from Element 1.

METHOD FOR MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT

In order to concretely measure progress towards mastery of the State standards, teachers create specific objectives, operationalized as formative assessments, for each of their units and lessons. The

intent of the objectives is to break down the standards into concrete, measurable units. To measure individual student's content and skill strength and weakness, teachers will administer classroom based formative and summative assessments weekly and bi-weekly. Assessments are completed throughout the course of a lesson and/or a unit to ensure that the topics being covered are being understood. Aligned to the standards-aligned course objectives, these assessments drive instructional practice by identifying the areas for enrichment or remediation for each individual student. In this way, teachers can provide a differentiated learning experience for all students that ensures positive achievement outcomes on both school-wide benchmarks and state-wide standardized tests.

Assessment, Purpose, Grade Levels and Administration Timeline

Assessment	Purpose	Grade	Administration Timeline
Internally-Created Tests and Rubrics for Performance-Based Tasks and Projects	Measure standards mastery in each subject	5-8	Daily and /or weekly
Publisher-Designed Assessments for Core Subjects (Online and paper-based)	Assess standards mastery	5-8	End of each unit
Writing Rubrics	Assess mastery of grade-level writing standards	5-8	Daily and/or weekly
CAASPP	State Criterion-Based Assessment in ELA and Math	5-8	Once a year (Spring)
CAST	State Assessment in Science	5, 8	Once a year (Spring)
California Alternate Assessments (CAA)	Alternative assessment in ELA, Math and Science	5-8	Once a year (Spring)
Interim Assessment Blocks (IABs) and Interim Comprehensive Assessments (ICAs)	Standards-aligned practice tests aligned to CAASPPs in ELA and Math	5-8	Winter annually
NWEA MAPs	National Normed-Referenced Assessment in Math	5-8	Beginning, mid- and end-of-year
ELPAC	Measure language acquisition	5-8	Upon enrollment for initial assessment; each spring for all ELs
Physical Fitness Test (PFT)	State physical fitness test.	5, 7	February through May (window)

DATA ANALYSIS AND REPORTING

As detailed in Element 1, IBA utilizes a data-driven approach to instruction. Data-driven conversations are principal-led, assisting teachers in designing common formative assessments, running data reports,

and analyzing data to inform instruction. Departments and grade levels are provided with common planning time in order to examine data at least monthly. The Principal continues to supervise the use of data by teachers through meetings with department leads and individual teachers, collection of data, and by monitoring actual student progress through weekly examination of the data.

IBA uses PowerSchool as our Student Information System. PowerSchool is a fully integrated, web based, cross platform SIS. PowerSchool integrates and automates critical school functions like attendance, scheduling, grading, and reporting. The pervasive use of PowerSchool ensures an abundance of recent student assessment (both formative and summative) data is always available.

As stated in Element 1, through the use of technology, IBA has student portfolios on PowerSchool that include standardized tests, teacher-created assessments, and teacher comments. Through the use of Google Classroom and Lexia, teachers also are able to enhance individual student data with historical work samples over time that show growth and progress, rubrics evaluating projects and presentations, textbook assessments, and feedback from peers and teachers. Students at IBA also benefit from a period of technology driven mathematics - ALEKS -in addition to their regular math class. In this class, students benefit from interactive multimedia math lessons that will remediate or enhance the knowledge and skills they learn each day.

PowerSchool gives parents the ability to stay on top of student progress with email updates and alerts and online access to their child's schedule, grades, homework, upcoming assignments, attendance information, accommodated assignments (if applicable), and teacher comments. Likewise, the administration has access to the same information and uses it to keep the Board updated on student progress and inform and drive instruction. The administration collects and analyzes all of the different data collected to identify any concerns. If concerns are identified a more thorough investigation into the data is begun and a corrective action plan is established to remedy the problem. On an annual basis, specific goals for the school, such as those set in the LCAP, are evaluated and amended based on the new data. This analysis helps administrators to determine the professional development needs for the upcoming year as well as any changes to the instructional program that should be considered to provide additional supports to our students and teachers. In addition, the findings are used to drive discussions with stakeholders to develop schoolwide goals, LCAP meetings, and other parent meetings. The data is also used for annual updates like the SARC, LCAP, and end of year planning.

GRADING, PROGRESS REPORTING, AND PROMOTION/RETENTION

Teachers formally report student progress to parents quarterly. Report cards are sent home every 10 weeks, although parents and students can see all student grades by logging into PowerSchool every day. The assessment data utilized to determine each student's letter grade (A-F) for each class is derived from regular examinations, performances, projects, papers and other assignments that are graded using a conventional letter-grade system or a rubric based system that results in a letter grade. Teachers determine the deadlines for submission of missing work, as well as the consequences and final grade when students fail to complete missing work.

IBA makes every attempt to keep parents up to date regarding the progress of their child toward grade level proficiency. Parents and students are notified weekly of missing assignments via email and letter home; in addition, PowerSchool now lists the missing assignments as soon as the parent logs in. When students are still struggling to achieve in courses, as measured by the letter grade, the school follows a

formal communications procedure to inform families of their child's eligibility to attend a before-school assistance program. Participation is monitored using attendance to compare the end-of-year gains for students that do attend AM Assistance versus those struggling students who do not. Eligibility is determined using the following system at the end of each reporting period:

- D or F = warning letter
- Ds or Fs = recommended to attend Homework Assistance letter
- 3 or 4 Ds or Fs = required to attend Homework Assistance letter

Twice per year, families are contacted to discuss grades that are less than satisfactory and develop an intervention plan for over the extended winter and summer breaks to allow the students an additional opportunity to gain grade level content proficiency. During these meetings with administration, a plan is created with each of the families to address the school's concerns. At this point, it may be decided to place a student on Academic Probation facing possible retention or placing them on an academic contract.

A student is considered for retention if all other support measures have failed. Before being retained, a student will be placed on an academic contract that clearly outlines the school's expectations. This includes turning in assignments on time, maintaining a passing grade in all core classes, completing missing assignments, no unexcused absences, completing ALEKS and Ticket to Read weekly goals, and any other expectations designed to aid a child in making grade level proficiency. A meeting is held with the student and his/her parents and all vested parties must sign the contract. The contract also outlines the consequences for not meeting the expectations. These consequences can include loss of extracurricular eligibility, winter or summer break assignments, and retention. It is the school's hope that by placing a student on an academic contract that they will be able to meet the school's proficiency goals within one reporting period and be able to be removed from the contract. Students removed from contract will remain on academic probation and will continue to be monitored by office staff to ensure that they are still making positive progress.

Retention is not considered an effective strategy to engage students or to encourage students to be academically responsible. Therefore, it is only considered as a last resort after other avenues have been exhausted by the school or the family/student have not taken advantage of the supports offered to them and as a result, the student is not making adequate progress. Students may be considered as not making adequate progress if they are consistently within the bottom 1% of student performance for their class, attempted interventions have been unsuccessful, or no other reasonable explanation can be found for the student's lack of progress (for example, previously undiagnosed learning disability, chronic absences/truancy, etc.). In the event the decision is made to retain a student, a formal meeting will be held with the parent and student before the end of the year. At that time, a plan for summer work will be established to prepare the student to meet grade-level proficiency expectations. In addition, the student will be placed on an academic support plan which outlines the plan for success. It will include an agreement by the parents to ensure that they are monitoring the student's grades, provide a quiet place for study at home and participate in before and after-school interventions offered by the Charter School. When a student is retained, all documentation is included in the student's cumulative folder. If the student transfers or moves to another school, the retention paperwork will accompany the student in the cumulative folder.

"The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement." **(Ed. Code § 47605(c)(5)(D).)**

<u>GENERAL PROVISIONS</u>

As an independent charter school, Charter School, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Charter School.

Charter School shall not be operated as, or be operated by, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization. (Ed. Code § 47604.)

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating Charter School amends the bylaws, Charter School shall provide a copy of the amended bylaws to CSD within 30 days of adoption.

Charter School shall comply with the Ralph M. Brown Act ("Brown Act"). All meetings of the Charter School's governing board shall be called, held and conducted in accordance with the terms and provisions of Education Code section 47604.1 and the Brown Act including, but not limited to, those related to meeting access and recording, notice, agenda preparation, posting and reporting.

Charter School shall send to the CSD copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. Charter School shall also send to the CSD copies of all board meeting minutes within one week of governing board approval of the minutes. Timely posting of agendas and minutes on Charter School's website will satisfy this requirement.

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

<u>LEGAL AND POLICY COMPLIANCE</u>

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action.

Charter School shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, the Public Schools Accountability Act of 1999, and Education Code section 47604.33.

Charter School shall comply with the Brown Act and the California Public Records Act.

The Charter School shall comply with Government Code Section 1090, et seq., as set forth in Education Code section 47604.1.

Charter School shall comply with the Political Reform Act of 1974. (Gov. Code § 81000 et seq.)

Charter School and all employees and representatives of Charter School, including members of Charter School's governing board, members of Charter School or governing board committees and councils, Charter School administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD charter school policy, regarding ethics and conflicts of interest. Charter School shall enter into all transactions and conduct business with all persons and entities at arm's length or, in the case of otherwise permissible related party transactions, in a manner equivalent to arm's length.

Charter School shall notify parents, guardians, and teachers in writing within 72 hours of the issuance of a Notice of Violation, Notice of Intent to Revoke, Final Decision to Revoke, Notice of Non-Renewal, or equivalent notice, by the LAUSD Board of Education.

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

Charter School shall adopt and publish complaint procedures providing for prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited by Title IX or Section 504.

Charter School shall adopt and implement specific and continuing procedures for notifying applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with Charter School, that Charter School does not discriminate on the basis of sex or mental or physical disability in the educational programs or activities which it operates, and that it is required by Title IX and Section 504 not to discriminate on any such basis.

Charter School shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including but not limited to all applicable requirements of California Code of Regulations, title 5, section 4600 et seq.

Charter School shall adhere to all applicable federal and state laws and regulations regarding pupil fees, including Education Code sections 49010 - 49013, and extend its uniform complaint procedure to complaints filed pursuant to Education Code section 49013.

Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the Local Control Funding Formula legislation provisions set forth in Education Code section 52075.

RESPONDING TO INQUIRIES

Charter School, including its nonprofit corporation shall promptly respond to all reasonable inquiries,

including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. Charter School acknowledges that Charter School, including but not limited to its nonprofit corporation, is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General. Charter School shall provide the District with current, complete, and accurate contact information for Charter School, Charter School administrators, and Board members.

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School's operations, or breach of the Charter, is received or discovered by the District, Charter School, including but not limited to its nonprofit corporation, employees, and representatives, shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

Charter School acknowledges and agrees that persons and entities that directly exercise control over the expenditure of Charter School's public funds shall be subject to all necessary and appropriate District charter school oversight.

NOTIFICATION OF THE DISTRICT

Charter School shall notify the Charter Schools Division (CSD) in writing of any citations or notices of workplace hazards, investigations by outside governmental regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g., loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify the CSD in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the CSD within 24 hours of any dire emergency or serious threat to the health and safety of students or staff.

STUDENT RECORDS

Upon receipt of a student records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068 and all student confidentiality and privacy laws including compliance with the Family Educational Rights and Privacy Act (FERPA). Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 15. Charter School shall comply with the requirements of Education Code section 49060 et seq., which include provisions regarding rights to access student records and transfer of records for youth in foster care.

PARENT ENGAGEMENT

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to Charter School.

The Charter School may encourage parental involvement, but shall notify the parents and

guardians of applicant students and currently enrolled students that parental involvement is not
a requirement for acceptance to, or continued enrollment at, the Charter School. (Ed. Code § 47605(n).)

FEDERAL PROGRAM COMPLIANCE

As a recipient of federal funds, Charter School has agreed to meet all applicable programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs. Charter School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. Charter School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of ESEA and other applicable federal programs. Charter School also acknowledges that, as part of its oversight of Charter School, the District may conduct program review for federal as well as state compliance.

GOVERNANCE STRUCTURE

ORGANIZATIONAL CHART

The following is an outline of the organizational structure of Ivy Bound Academy:
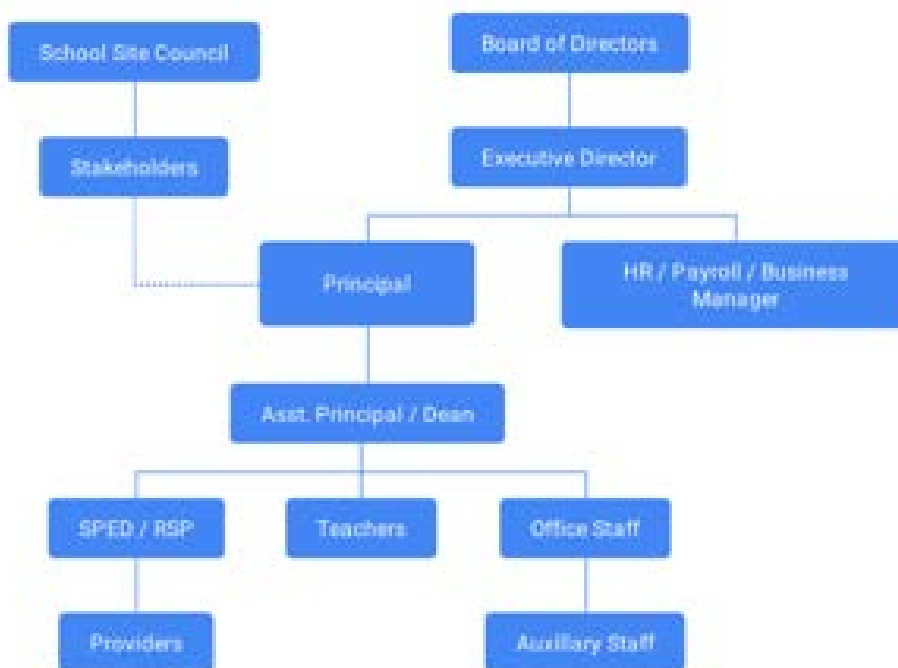
Dotted lines denote an advisory relationship. Solid lines denote both an advisory relationship and an evaluative component.

Board of Directors

The governing board of IBA is responsible for all legal and fiduciary matters involving the Charter School. The Board's major roles and responsibilities include:

- establishing and approving all major educational and operational policies.
- approving all major contracts and purchases over $15,000.
- approving the school's annual budget and overseeing the school's fiscal affairs with monthly budget monitoring.
- selecting and evaluating the top administrative staff: the Principal, Business Manager, and Executive Director.

The Board also helps ensure effective organizational planning by approving long range goals and annual objectives, and monitoring such issues as health and safety, and the use and maintenance of facilities. The Board is kept up to date with the most recent annual versions of the IBA Employee Handbook, Student and Parent Handbook, Safe School Plan, Local Wellness Policy, and other pertinent documents to aid them in their monitoring responsibilities. The Board contracts an external auditor on an annual basis to assure standards in fiscal responsibility. In conjunction with the administration, the Board has the responsibility of determining what outside legal and consulting services the school requires and contracting for such services.

In addition, the Board of Directors shall:

- Provide vision, strategic planning and leadership for the organization.
- Lead all fund development including the ongoing maintenance, and new development, of contracts and other funding sources so as to provide the principalwith all the needed and available resources to execute the academic program.
- Oversee financial stability and growth of the organization, assure sound financial planning, effective asset management, and full compliance with government auditrequirements.
- Review operating and capital expenditure budgets for approval at board meetings annually.
- Oversee operations, consistent with all applicable local, State and Federal statutes and in compliance with the organization's by-laws, policies and procedures. And ensure that the policies and procedures are uniformly understood and properly interpreted and administered by annual review and addressing concerns if they should arise.
- Responsible for the compliance and submittal of all reporting requirements.
- Responsible for the design and execution of the facilities plan.
- Oversee the school's fundraising activities.
- Receive Ethics Training every other year pursuant to AB 2158.

Further, it is the responsibility of the Board of Directors to make decisions on salaries, benefits, working conditions, and items such as calendar and work days. The process by which this happens includes receiving information from parents, community members, and staff via surveys as to the success of the previous year's policy.

Lead Staff

While the Board of Directors sets policy, approves the budget, and assures that the school maintains high academic standards, the Executive Director, Principal, administration and teachers carry out the day-to-day operations of the school. Reporting to the Board of Directors, the **Executive Director** is responsible for the operations of the Charter School as well as the fiscal sustainability of IBA while ensuring compliance with school policies and procedures, as well as state and federal mandates and LAUSD requirements. The **Business Manager** is responsible for human resources, purchasing and budgeting and is therefore accountable to the board to maintain established policies and practices. The **Principal** of IBA serves as the educational leader who spearheads the development of the Charter School's curriculum and culture. The Principal is also responsible for building relationships with teachers and families, developing systems and structures to support theinstructional and operational needs of the Charter School, and providing teachers with high quality professional development to ensure the instructional program meets the needs of all students.

Complete job descriptions are included in Element 5.

GOVERNING BOARD COMPOSITION AND MEMBER SELECTION

COMPOSITION OF THE CHARTER SCHOOL'S GOVERNING BOARD

IBA seeks to attract a diverse Board whose members have a wide variety of skills to enrich our organization. We also seek to recruit from certain backgrounds in particular so that these Board Members can provide expertise and guidance towards our educational program. These fields include, but are not limited to, education, law, finance, and non- profit management.

The Board consists of at least five (5) and no more than eleven (11) voting members and at least one non-voting member, all selected from the community.[105] To prevent any real or perceived conflict of interest or incompatibility of office a representative from Los Angeles Unified School District may sit on the IBA Board. Should LAUSD appoint a representative to the Board, the Board may appoint an additional director to ensure an odd number of Board members.

CRITERIA AND PROCESS FOR SELECTING GOVERNING BOARD MEMBERS

Each member of the board must demonstrate dedication to education, professional expertise in an area of need/relevance to IBA's operations, service to the community, andability to support the mission and vision of Ivy Bound Academy. Board terms are renewable upon mutual consent from the Board and the board member. Board member terms are staggered and directors are appointed for a term of two years.

Board members can be nominated by any member of the community at large. All potential candidates must submit their resume, complete a potential Board Member questionnaire and interview with the Board. Approval of nomination is confirmed by a majority vote of current Board Members.

---

[105] Attached to this charter renewal petition is a copy of draft bylaws that currently are pending vote by the Ivy Bound Board on October 17, 2024, to remove designated membership for a parent(s) of an alumni of IBA. Since we are well past our original founding, this has been a challenging position to maintain.

MEETING THE REQUIREMENTS AND PROCEDURES OF THE GOVERNING BOARD AND ITS COMMITTEES

Board meetings are scheduled monthly during the school year and more often as needed. Meetings are held at IBA Sherman Oaks. All Board meetings comply with Brown Act requirements and are open to parents, staff, and community stakeholders

At an annual meeting the Board sets the calendar for upcoming meetings for the year. The schedule is then submitted to the Charter Schools Division and posted at the school. Agendas for regular meetings are published in advance and posted at the school site and on the website for public viewing least 72 hours in advance of the scheduled meeting. Agendas for special meetings are posted at least 24 hours in advance at the campus and on the school website.

An annual in-service training is held for Board Members to review the requirements and responsibilities of their position with topics to include conflict of interest/form 700 and the Brown Act.

GOVERNING BOARD'S DECISION-MAKING PROCEDURES

Decisions of the Board are made by majority vote. A majority of Directors then in office shall constitute a quorum. As consistent with the requirements of the California Corporations Code (section 5211(a)(8)), "an act or decision made by a majority of the directors present at a meeting duly held at which quorum is present is considered an act of the board." In accordance with the Brown Act, Board members may participate in meetings via teleconference, so long as a minimum of a quorum of board members participates from within the jurisdictional boundaries of LAUSD, all votes are taken by roll call, and all other requirements for teleconference are met as detailed in the Brown Act. Any members of the Board will be expected to recuse themselves from voting on any items that present a potential conflict of interest that would prohibit them from judging the situation objectively. Governing board actions are recorded within the minutes that are approved on a monthly basis. Minutes and all related materials are available in the main office for inspection by the public.

The voice of every stakeholder is valued at IBA. The school holds annual new parent orientations and tours in the spring after each lottery and at the beginning of each school year to welcome families and encourage participation in our school community and events.

The IBA Booster Club acts as an SSC that exists to formally organize and promote stakeholder involvement. The Booster Club, which includes all parents/guardians of IBA students, meets eight (8) times per year, during which teacher liaisons provide support and information to the parents as well as transfer information from the meeting to the appropriate staff members. The Booster Club supports the needs of our classrooms and provides assistance and support to enrich our school community.

Once per month, IBA hosts "Parent Live" meetings in the evenings for all parents in order to provide updates and trainings on PowerSchool, mental health, suicide prevention, and to promote participation in the development of the school, including the creation of schoolwide goals and the annual LCAP update. Our school website is updated frequently and provides a variety of resources for families and the public, including meeting notices. Annual surveys of students, parents and faculty are analyzed closely by school leaders as well as the Board of Directors and utilized in improving all aspects of the

school's programs, procedures, and goals. The use of the annual surveys allows parents, who cannot make monthly meetings,to still have a voice and be an active participant in their child's school.

STAKEHOLDER INVOLVEMENT

The voice of every stakeholder is valued at IBA. The school holds annual new parent orientations and tours in the spring after each lottery and at the beginning of each school year to welcome families and encourage participation in our school community and events. Our website includes information about the school, including events and upcoming meetings.

The IBA Booster Club acts as an SSC and ELA combined counsel that exists to formally organize and promote stakeholder involvement. The Booster Club meets eight (8) times per year, during which teacher liaisons provide support and information to the parents as well as transfer information from the meeting to the appropriate staff members. The Booster Club supports the needs of our classrooms and provides assistance and support to enrich our school community.

Once per month, IBA hosts "Parent Live" meetings in the evenings for all parents in order to provide updates and trainings on PowerSchool, mental health, suicide prevention, and to promote participation in the development of the school, including the creation of schoolwide goals and the annual LCAP update. Annual surveys of students, parents and faculty are analyzed closely by school leaders as well as the Board of Directors and utilized in improving all aspects of the school's programs, procedures, and goals. The use of the annual surveys allows parents, who cannot make monthly meetings,to still have a voice and be an active participant in their child's school.

"The qualifications to be met by individuals to be employed by the charter school." (Ed. Code § 47605(c)(5)(E).)

EQUAL EMPLOYMENT OPPORTUNITY

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, 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 but not limited to recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers are appropriately assigned and fully credentialed in accordance with applicable state requirements for certificated employment, including but not limited to the provisions of Education Code section 47605(l). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

EMPLOYEE POSITIONS AND QUALIFICATIONS

All IBA personnel must commit to the mission and vision of the school. All staff will be 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. Employees' job descriptions and work schedules will be reviewed and modified as necessary to meet the needs of the school and its students. The job descriptions outlined herein represent the job duties and work basis for all IBA staff. All requirements for employment set forth in applicable provisions of law will be met.

The Principal is hired by the Board of Directors and, in turn, hires staff and faculty. A personnel committee may be formed as needed by the Principal in order to make recommendations on hiring employees for any vacant positions.

Individuals that wish to apply for a position will be required to submit a resume and an Ivy Bound Academy employment application. Staff will be selected on an application and interview basis. Selection will be based on the demonstrated ability to perform required job duties. Candidates that are offered employment will receive a written notice from Ivy Bound Academy.

EXECUTIVE DIRECTOR

Roles and Functions:
The Executive Director is directly responsible for communication with the Board of Directors. Delegating duties as appropriate, they will:
- Hire and supervise staff

- Supervise the operations of the school in accordance with school policies;
- Work closely and cooperatively with the Chief Operating Officer, Business Manager and the Principal to ensure effective and smooth operations;
- Maintain a balanced school budget, such that is best promotes the mission and vision of the school;
- Working with the Business Manager, and the back office support provider, will draft an annual budget proposal for the Board of Directors;
- Assure that the school is in compliance with state and federal law, its Charter, and the requirements of any funding sources it receives;
- Secure private, state, and federal grants, and direct private fundraising efforts;
- Serve as primary liaison to the school's Board of Directors, LAUSD, and any other public entities with whom the school is involved;
- Report to the Board of Directors as to the short-term fiscal and programmatic success, in cooperation with the Principal and Chief Operating Officer;
- Maintain and manage school staffing according to the processes outlined in the Charter and the Employee Handbook;
- Assemble and present annual reports;
- Respond to complaints and suggestions of staff, students and parents not addressed by teachers or the Principal;
- Acknowledge praiseworthy efforts of staff, students, and parents;
- Participate in education-related organizations as appropriate;
- Ensure a safe, clean, and aesthetically pleasing campus;
- Prepare and maintain employee policies, safety procedures, emergency drills and evacuation plans and corresponding handbooks;
- Sit on any committee as needed.

Qualifications:

The Executive Director will have at least three years' experience with program development or administration for a school, organization, or corporation. They will have at least two years' experience sitting on or reporting to a Board of Directors for a school, organization, or corporation. They will demonstrate deep understanding of and commitment to the mission and vision of the school. They will have proven experience as a team leader, and will be able to inspire staff through positive and capable leadership. They will have experience resolving personnel issues objectively and through due process. The Principal will guide staff such that each member uses their expertise to enhance the educational program. An Administrative Credential is preferred but not required.

BUSINESS MANAGER

Roles and Functions:
- Monitors the school's accounting systems
- Assures that all reporting functions are conducted accurately and in a timelymanner
- Assures that all payments are made accurately and in a timely manner, including payment of wages and salaries
- Working with the Principal, pursues timely receipt of Block Grant, TitleI, and other payments to the school
- Oversees the processing of staff hiring paperwork and human resources responsibilities
- Advises the Principal as to contracts with vendors for security, transportation, and food services

- Arranges and manages transportation, as needed
- Supervises the placing of orders for office and classroom supplies
- Oversees and manages annual fiscal audit
- Manages schoolwide purchasing and approval system
- Monitors school inventory
- Oversees the Free and Reduced lunch program and compliance with federal regulations including the Child Nutrition Information and Payment System (CNIPS)
- Manages and coordinates with food vendors
- Member of personnel committee
- Responsible for compliance with insurance and federal and state laws regarding school practices
- Coordinates annual budget with the Principal

Qualifications:

The Business Manager will have at least three years of related experience. They understand and are committed to the mission and vision of the school. An Administrative Credential is preferred but not required.

PRINCIPAL

The Principal will possess strong leadership skills, the ability to understand and implement the educational vision of the Charter School, a desire to facilitate communication and effective participation amongst teachers, students, staff, the Board and the community at large.

Roles and Functions:

- Facilitate communication between the Board of Directors and parent committees
- Support the Executive Director to hire, evaluate, and terminate (with cause) all other employees according to the mission, philosophy, and obligations of the school as spelled out in the charter.
- Oversee the day-to-day operations of the school
- Prepare credentialing paperwork and monitor processing
- Organize and lead teacher workshops and in-service
- Serve as the school's chief spokesperson and develop and maintain effective relationships with all stakeholders, government, and media
- Participate in meetings of the Board of Directors and Board Committees by providing advice and counsel; serve as a resource to the Board in establishing overall direction of the organization.
- Organize teacher common planning time
- Oversee the administration of student discipline
- Be a liaison between the school and community partners
- Represent schools at meetings/forums
- Assist in writing grants, facilitating fundraising, and/or obtaining loans
- Administer an articulated curriculum program; conduct regular needs assessments and interpret results to staff and community, and give high priority to leadership for inspiring curriculum and instruction
- Relate to students with mutual respect while carrying out a positive and effective discipline policy
- Implement programs to ensure a positive, productive, and safe school climate
- Communicate effectively with the business and residential community and participate in civic

activities

- Motivate employee performance and enhance morale
- Administer a balanced budget and operate the school under a decentralized management system
- Maintain a commitment to ongoing growth in self and others, supporting and participating in District and school professional growth programs
- Actively promote fundraising and grant applications for the school
- Possess the knowledge to implement an employee evaluation system which might include clinical supervision
- Demonstrate positive attitude toward job and remain a flexible and innovative team builder
- Has knowledge of local policies, state and federal laws relating to minors
- Supervise and manage site operation to assure safety and efficiency
- Implement and monitor special programs
- Develop master schedules and calendars which maximize the possible achievement of program objectives

Qualifications:

A valid teaching credential; valid administrative services credential; five years successful teaching experience; completion of MA degree or current enrollment in an MA program; experience with diverse populations and settings; knowledge of inclusive, accessible education and a commitment to the school vision and mission. Experience with budget development and monitoring is preferred.

ASSISTANT PRINCIPAL/DEAN

Roles and Functions:

- Primary responsibility is to fulfill and assist with all job duties of the Principal as needed or in their absence
- Ensure compliance with school policies and procedures.
- Assist Executive Director and Principal with hiring, orient, train, supervise and evaluate teaching staff and provide professional development lessons in staff meetings
- Ensure that classroom curriculum is appropriate and meets the needs of each student
- Supervise and administer behavior management program and restorative justice measures
- Track and document all student progress including, but not limited to academic and behavioral progress
- Transition new students into school program
- Develop extracurricular programs, oversee parent support and education groups and serve as a liaison to parents and the school district
- Serve as coordinator of interdisciplinary actions for staff and students
- Attend student Individualized Education Program team meetings or send an administrative designee
- Supervise teachers providing academic curricular and behavioral support and model best practice strategies in classrooms.
- Work directly with the office team to discuss and maintain enrollment and parent communication
- Work with parents, districts and outside agencies to coordinate best practice supports for students
- Work to build and maintain a strong, positive, results-oriented school culture where teachers

believe and promote that all students can achieve by providing leadership for assessing and developing processes for improving climate and culture

- Plan, facilitate and attend school functions such as parent meetings, open house, parent teacher conferences, sporting events, fundraisers, etc.
- Collaborate with others to use appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs
- Responsible for, but not limited to: creating the school calendar, create and facilitate stakeholder events, accountability of the school budget, ensuring student enrollment targets are met

Qualifications:

California administrative credential preferred; bi-lingual (Spanish) preferred; Minimum of two years of administrative experience preferred; strong multi- tasking skills; ability to communicate clearly and concisely in written and oral form; ability to form effective working relationships with students, staff and the community; demonstrated commitment to school's social justice mission.

SPED/RESOURCE SPECIALIST

All duties herein will be done with and under the direction of the Principal.

Roles and Functions:

- Assists in coordination of a variety of programs and/or activities (e.g. meetings with parents, transfers of incoming student's special education documents, etc.)for the purpose of ensuring compliance with established guidelines
- Compiles data from a variety of sources (e.g. IEP meetings, student observations,special education teachers, school psychologist, etc.) for the purpose of complying with legal and/or administrative requirements
- Coordinates a variety of programs and/or activities (e.g. proper distribution of materials to special education departments, arrangements for IEP meetings, etc.)for the purpose of delivering services in compliance with established guidelines
- Maintains files and records (confidential and non-confidential), compiling pertinent information in assigned area (e.g. IEP files, etc.) for the purpose ofensuring accuracy of materials and complying with all federal/state/district regulations
- Oversees special education and resource providers to ensure compliance withmandated service minutes for each student on the school's special education caseload
- Provides RSP support to special education students in classrooms and collaborateswith general education teachers to ensure students have access to the curriculum and accommodations are being enforced effectively
- Prepares special education data reports for the purpose of ensuring all district,state and federal regulations and requirements are being met
- Responds to inquiries from a variety of internal and external parties (e.g. districtstaff, other schools, state and federal agencies, general public, students, etc.) forthe purpose of providing information, facilitating communication among partiesand/or providing direction
- Reviews MDA/IEP paperwork for the purpose of determining if all forms arecompleted and filled out correctly
- Provides training and updates to school staff on the special Education program inweekly meetings

- Maintains correct and timely information in the Welligent system and ensures that all student needs are being documented accurately and on time with LAUSD

Qualifications:
- Possess a Clear Special Ed. Credential
- Minimum of 5 years as a teacher in a Special Education classroom
- Applicants must have three (3) or more years of comprehensive experience in administration including three (3) years in special education as a principal, district director, special education coordinator, or SELPA director is desirable.

PROVIDERS

All duties herein will be done with and under the direction of the Principal

Roles and Functions:
- Provides services as indicated in student IEPs for the purpose of ensuring compliance with established guidelines
- Compiles data from a variety of sources (e.g. IEP meetings, student observations, teacher meetings, etc.) for the purpose of complying with legal and/or administrative requirements
- Attends and contributes to IEP meetings for the purpose of creating and delivering services in compliance with established guidelines
- Maintains files and records (confidential and non-confidential), compiling pertinent information in assigned area (e.g. IEP files, Service Provided Notes etc.) for the purpose of ensuring accuracy of materials and complying with all federal/state/district regulations
- Prepares special education data reports for the purpose of ensuring all district, state and federal regulations and requirements are being met
- Responds to inquiries from a variety of internal and external parties (e.g. district staff, other schools, state and federal agencies, general public, students, etc.) for the purpose of providing information, facilitating communication among parties and/or providing direction
- Maintains correct and timely information in the Welligent system and ensures that all student needs are being documented accurately and on time with LAUSD

Qualifications:
Special Ed Credential or Specialized Certifications Preferred
Preferred experience of three (3) or more years of comprehensive experience in special education and specialized services provided.

TEACHERS

IBA will seek high quality teachers who are committed to our mission and vision and in touch with the needs of our community. Teachers are expected to exhibit critical thinking and communication skills, effective teaching strategies, subject matter expertise, and a willingness to work collaboratively and take responsibility and exercise leadership for the school as a whole.

Roles and Functions:
- Deliver a quality curriculum that is aligned to state content standards and the mission and vision of the school
- Provide continual assessment of student progress and use that information to refine curriculum

and pedagogy to meet the needs of every student
- Strive for continuous and open communication with school staff, parents, and community members
- Provide individual and small group instruction in order to adapt curriculum to the needs of the students with varying intellectual abilities, and to accommodate a variety of instructional activities
- Establish and maintain standards of student behavior required to provide anorderly and productive environment
- Evaluate each student's performance and growth in knowledge and understanding,and prepare progress reports
- Select and requisition instructional materials, books, etc., and maintain inventoryrecords
- Maintain professional competence through in-service education activities provided by the school and/or in self-selected professional growth activities
- Participate cooperatively with the appropriate administrator to develop the method by which he/she will be evaluated in conformance with school guidelines
- Cooperate in school-wide supervision of students during out-of-classroomactivities
- Participate in faculty and/or school committees and the sponsorship of studentactivities

Qualifications:
- Valid Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment.
- EL authorization
- Student teaching, internship, or full-time teaching experience.

OFFICE STAFF

Roles and Functions:
- Establish and maintain record systems and files
- Communicate with a wide variety of staff, students, families, and communitymembers
- Arrange and schedule meetings, appointments, and interviews
- Assist the Business Manager with matters related to human resources, ESEA, and ESSA requirements
- Screen calls and visitors; screen incoming correspondence routed to administratorfor priority and background information
- Perform specialized secretarial duties designed to relieve supervisors of clericaldetail
- Take and/or transcribe dictation for a wide variety of subjects
- Create partnerships with parents and community
- Oversee school's lottery process and admission for the school
- Maintains lottery and enrollment paperwork to comply with most up to date requirements for fair and random lottery practices to ensure the integrity of ourschool's admission and lottery policy
- Providing outreach and tours to prospective parents and students
- In charge of lottery drawing and notification of lottery results to stakeholders
- Distribute and organize enrollment paperwork to incoming families whileregulating timelines and fair practice regarding waiting lists
- Responsible for overseeing data entry into Power School
- Develop partnerships with high schools to assist students, and make them aware of options

- Acts as a liaison for parents, guardians, and community members to the Principal as needed
- Performs clerical and administrative procedures for daily school operations

Qualifications:

The Office Staff class of employees will have at least two years' experience working as an office personnel, administrative assistant, or equivalent position. They will effectively usestandard office machines and computer software programs such as Microsoft Word, Excel and email programs. They will effectively attend to the details of work, and conduct their activities with accuracy and timeliness. A Bachelor's Degree is preferred, but not required.

AUXILIARY STAFF

IBA shall seek candidates that embrace the vision of the school and are flexible and able to work collaboratively with administrators, students, faculty, staff, and parents. Auxiliary staff candidates are non-certificated and must possess adequate professional training and/or experience.

Roles and Functions:

- Maintain lines of communication with parents and guardians
- Providing effective communication between school and home; this includes managing and updating the student information system
- Keeping accurate demographic records on students; this includes subgroup placement such as socio economically disadvantaged, special education, foster youth, homeless or unaccompanied youth, English Learners, etc.
- Maintaining and filing student paperwork in cumulative files and transferring information to receiver schools in a timely manner
  Oversee and manage before and after school supervision and billing
- Oversee and manage hot lunch program
- Oversee and manage uniform purchases
- Facilitate high levels of meaningful participation of parents and guardians in the life and decision-making of the school
- Interacts pleasantly and professionally with all members of the learning community and the public
- Maintains a neat and welcoming atmosphere in the office
- Prepares correspondence, forms, reports, memorandums, and student attendance and enrollment data in an accurate and timely manner
- Assures that student data, permission slips, and other required paperwork are kept current for each student as needed
- Prepares and maintains correspondence with students and parents
- Translates school documents and communications to Spanish or English as needed
- Assures that the office phone is covered
- Oversees the processing of student enrollment
- Assists teachers and administrative staff as needed
- Maintains operations calendar with appointments, meetings, deadlines, and school closures
- Updates website
- Maintains enrollment and lottery notifications
- Responsible for physical plant, upkeep and cleanliness
- Assists and maintains IT related items for the school

- Maintains accountability for attendance reporting, school transfers or graduates and other reporting to LAUSD
- Assists Business Manager with the collection and accounting of deposits made to the school by students/families

Qualifications:
- Adequate professional training and/or experience
- Positive references
- Some college credits are preferred, but not required

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

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

(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.

(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school." (Ed. Code § 47605(c)(5)(F).)

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

Charter School shall comply with all applicable federal, state, and local requirements related to school and student health, safety, and emergency preparedness.

If Charter School occupies and/or operates on a District facility, Charter School shall comply with all District health, safety, and emergency procedures and requirements applicable to District facilities and related operations, and shall be subject to inspection by the District's Facilities Services Division, Office of Environmental Health and Safety, and other District offices in the same manner as other LAUSD campuses.

Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan ("Plan"), which must include but is not limited to provisions for building and site emergency evacuation, the acquisition and maintenance of adequate onsite emergency supplies. The Plan must include Charter School's requirements and procedures for protecting student health and safety during off-campus school-sponsored activities, including but not limited to field trips and transportation. Charter School shall ensure that all staff members receive annual training on Charter School's health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety, and Emergency Preparedness Plan, and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.

Comprehensive School Safety Plan

The Charter School shall adopt a Comprehensive School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include, but not be limited to: (1) an assessment of the current status of school crime committed on Charter School facilities and at Charter School-related functions; and (2) identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, which shall include the development of all of the following pursuant to Education Code section 32282(a)(2)(A)-(J):

- Child abuse reporting procedures
- Routine and emergency disaster procedures
- Policies for students who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- Procedures to notify teachers of dangerous students pursuant to Education Code section 49079
- A discrimination and harassment policy consistent with Education Code section 200
- Provisions of any schoolwide dress code that prohibits students from wearing "gang-related apparel" if applicable
- Procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- A safe and orderly environment conducive to learning at the Charter School
- The rules and procedures on Charter School discipline
- Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on Charter School campus(es) and at school-related functions.

CHILD ABUSE AND NEGLECT MANDATED REPORTER TRAINING

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person's employment if employed after the beginning of the school year, in accordance with the requirements of Education Code section 44691.

Medication in School

The Charter School will adhere to Education Code section 49423 regarding administration of medication in school. Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

ATHLETIC PROGRAMS

Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code section 49475) offered by or on behalf of Charter School.

If the Charter School offers an interscholastic athletic program, it shall develop and post a written emergency action plan that describes procedures to be followed in the event of sudden cardiac arrest and other medical emergencies, acquire and regularly test and maintain at least one automated external defibrillator (AED) for the Charter School, and make the AED available at on-campus athletic activities or events according to the requirements of Education Code sections 35179.4 and 35179.6.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Charter School, including its employees, officers, and representatives, shall comply with the Family

Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

Charter School shall comply with all requirements of Education Code sections 44237 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of schoolsite services and/or any contact with students, and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records. Charter School, including its administrators and officers, shall comply with the requirements of Education Code section 44030.5.

All teachers in Charter School shall obtain a certificate of clearance and satisfy the requirements for professional fitness pursuant to Education Code sections 44339, 44340, and 44341.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and dettraermined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, or otherwise meet the requirements of Education Code section 49406. Charter School shall maintain TB clearance records and certificates on file.

Charter School shall comply with all federal and state legal requirements related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis pursuant to Education Code section 49450 et seq, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

SAFE PLACE TO LEARN ACT

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq.

SUICIDE PREVENTION POLICY

If Charter School serves students in any grades Transitional Kindergarten/Kindergarten through 12, Charter School shall comply with the requirements of AB 2246 (2016) and AB 1767, codified in Education Code section 215, including but not limited to the requirement that the school's pupil suicide prevention

policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts and adopted at a regular public hearing. The Charter School shall review, at a minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

HUMAN TRAFFICKING PREVENTION RESOURCES

If the Charter School serves students in any grades 6-12, it shall identify and implement the most appropriate methods of informing parents/guardians of human trafficking prevention resources as required by Education Code section 49381.

FEMININE HYGIENE PRODUCTS

If the Chater School maintains any combination of classes in grades 6-12 that meets the 40% pupil poverty threshold required to operate a schoolwide program pursuant to Section 6314(a)(1)(A) of Title 20 of the United States Code, then it shall stock at least 50% of its restrooms with feminine hygiene products at all times, and shall not charge students for these products, as required by Education Code section 35292.6.

NUTRITIONALLY ADEQUATE FREE OR REDUCED-PRICE MEAL

The Charter School shall provide each needy student, as defined in Education Code section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code section 49553(a), during each school day.

CALIFORNIA HEALTHY YOUTH ACT

The Charter School shall teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act. (Ed. Code § 51930, et seq.)

BULLYING PREVENTION

Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying, and shall annually make available the online training module developed by the California Department of Education pursuant to Education Code section 32283.5(a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with pupils.

LGBTQ RESOURCES TRAINING

Charter School recognizes that it is encouraged to use schoolsite and community resources developed by the State Department of Education for the support of lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ) pupils to provide training at least once every 2 years to teachers and other certificated employees at each Charter School schoolsite that serves pupils in grades 7 to 12, to increase support for LGBTQ pupils and thereby improve overall school climate. (Ed. Code § 218.)

The Charter School shall develop and maintain a transportation safety plan that includes procedures to ensure that a student is not left unattended on a school bus, student activity bus, youth bus, or child care motor vehicle and procedures and standards for designating an adult chaperone, other than the driver, to accompany students on a school activity bus. In addition, the Charter School shall ensure that each school bus, student activity bus, youth bus, or child care motor vehicle is equipped with a child safety alert system that requires the driver to either manually contact or scan the device, thereby prompting the driver to inspect the entirety of the interior of the vehicle before exiting, unless the student activity bus is exempted by law. (Ed. Code § 39831.3; Veh. Code § 28160.)

ELEMENT 7 – MEANS TO ACHIEVE RACIAL AND ETHNIC, SPECIAL EDUCATION, AND ENGLISH LEARNERS, INCLUDING REDESIGNATED FLUENT ENGLISH PROFICIENT PUPILS BALANCE

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

COURT-ORDERED INTEGRATION

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

Charter School has set forth below its <u>initial</u> plan for achieving and maintaining the LAUSD's Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. (*Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW)*). The written plan lists specific dates and locations of recruitment activities that Charter School will undertake in order to achieve the District's Racial and Ethnic Balance goal. Charter School shall monitor the implementation and outcomes of the initial plan, and modify it as necessary throughout the term of the Charter to achieve the District's goal. Upon request, Charter School shall provide the District with a copy of its current written plan.

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

COURT-ORDERED INTEGRATION

IBA'S PLAN FOR ACHIEVING AND MAINTAINING THE LAUSD'S STUDENT BALANCE GOAL

Ivy Bound Academy actively recruits a diverse student population from within the San Fernando Valley. Recruitment continuously remains a priority to maintain the targeted enrollment throughout the life of the Charter School. The school Principal, school staff, Board members, and parents are encouraged to continuously seek students who are of the age in which they can enter Ivy Bound and start on the path to and through college.

IBA strongly believes that students with a variety of life experiences add to the learning experiences of all. Students and families learn from others how to respect different viewpoints and find commonalities in all people. IBA is committed to ensuring that all students and families involved with our recruitment process are made to feel welcomed and respected. The target enrollment area includes the cities surrounding the campus of Sherman Oaks. We recruit students from various racial and ethnic, special education, and English Learner groups with socio-economic and educational diversity so as to achieve a balance that reflective of the greater Los Angeles area and the population of families residing within the

territorial boundaries of the District. The Charter School maintains an accurate accounting of the makeup of the students enrolled at the school, including race, ethnicity, special education status, English Learner status, and Redesignated Fluent English Proficient Pupil status. Staff also documents the efforts made to achieve racial and ethnic, special education, and English Learner student balance.

As detailed in Element 1, above, after significant changes to our enrollment over this extended charter term, IBA's enrollment is very consistent with the nearby LAUSD-operated schools in the Valley. Based on the most recent school year, 2023-24: 40.6% of our students are Hispanic/Latino, 51.1% are White, 2.3% are African American, 1.5% are Asian/ Filipino/Pacific Islander (AFPI), and 1.5% are Two or More Races.[106] Across LAUSD, 73.8% of students are Hispanic/Latino, 9.8% are White, 7.3% African American, 5.3% AFPI and 2.0% Two or More Races. While IBA's percentage of Hispanic/Latino students is lower than the District-wide average, we note that at the closest LAUSD-operated school to IBA, Hesby Oaks (TK-8, 534 students), their enrollment is 64.8% White, 15.9% Hispanic/Latino, 7.7% AFPI, 1.7% African American and 7.1% Two or More Races. In the context of our specific location in Sherman Oaks, we are enrolling racially/ethnically diverse students consistent with the nearby schools.

IBA also has achieved an enrollment balance of SWD, EL+RFEP students. In 2023-24, IBA's enrollment was 19.5% EL with another 38.3% RFEP, 9.0% are SWDs, 1.5% are F/HY and 75.2% of our students are SED.[107] Our EL enrollment was on par with LAUSD (21.2%) and higher than the District-wide RFEP enrollment rate of 24.5%. Combining EL+RFEP: IBA had 57.8% and LAUSD had 45.7% enrolled. (Hesby Oaks, we note, has just 3.6% EL and 4.7% RFEP.) While LAUSD has a higher SWD rate (14.8%) than IBA (9.0%), we believe our small school and attention to every individual student provides a supportive setting for these students with special needs. Similarly, we are pleased to support our 1.5% of students who are either foster youth or homeless, similar to the District-wide rate of 2.7% F/HY.[108]

IBA continually reaches out to the community as its primary means of student recruitment. IBA provides information about the school to those who are interested throughout the year. IBA provides applications at its Information Sessions and Tours which are scheduled from September through January of each year for interested applicants. The recruitment and enrollment process is an extensive, city-wide outreach effort that includes partnership building, advertisements and formal, public information sessions. Recruitment materials will be in the language necessary to communicate the message to targeted groups. Materials that will be utilized are brochures with information about IvyBound Academy, the mission statement of the school, newsletters, lottery applications, and contact

---

[106] California Department of Education: Dataquest. 2023-24 Enrollment Report by Ethnicity: Ivy Bound Academy of Math, Science, and Technology Charter Middle Report. Accessed July 3, 2024 from https://dq.cde.ca.gov/dataquest/dqcensus/EnrEthLevels.aspx?cds=19647330115113&agglevel=school&year=2023-24.

[107] California Department of Education: Dataquest. 2023-24 Enrollment by Subgroup: Ivy Bound Academy of Math, Science, and Technology Charter Middle Report. Accessed July 3, 2024 from https://dq.cde.ca.gov/dataquest/dqcensus/EnrCharterSub.aspx?cds=19647330115113&agglevel=school&year=2023-24&ro=y.
California Department of Education: Dataquest. 2023-24 Enrollment by English Language Acquisition Status (ELAS): Ivy Bound Academy of Math, Science, and Technology Charter Middle Report. Accessed July 3, 2024 from https://dq.cde.ca.gov/dataquest/dqcensus/EnrELASLevels.aspx?cds=19647330115113&agglevel=school&year=2023-24&ro=y&ro=y.

[108]

https://data1.cde.ca.gov/dataquest/dqcensus/EnrCharterSub.aspx?cds=19647330112060&agglevel=school&year=2023-24

information. Additionally, IBA's website includes information about the school's mission, vision, goals and values along with additional information regarding our innovative programs and opportunities at IBA schools. Contact information and how to apply for the lottery and the lottery application are also available on-line. The IBA website has Google Translate embedded into it so that the entire webpage and all materials can be instantly translated into various languages.

SPECIFIC ANNUAL OUTREACH, RECRUITMENT ACTIVITIES, MATERIALS, METHODS AND LANGUAGE(S)

In order to reach out to students beyond the Sherman Oaks borders, IBA distributes flyers in English and Spanish in community centers, businesses, libraries, social service agencies, faith-based organizations, apartment complexes, recreational facilities, and grocery stores. IBA combines outreach with community-building activities in order to facilitate the interaction of current IBA students with the larger community. Perhaps the best 'advertisement' for IBA are its enthusiastic students, politely interacting with prospective parents and their children.

Each year, the IBA Booster Club sponsors several fundraising event at local eateries throughout the San Fernando Valley with proceeds supporting the school. These events help to strengthen the school community and pride. In addition, they provide mutually beneficial and positive interactions with our community stakeholders and business owners. At each event, an information table is set up with applications, informational flyers, and newsletters to give the community and potential new families, information about our school. Furthermore, students, staff and current families are on hand to answer questions and collect applications.

IVY BOUND ACADEMY Restaurant Nights

Poquito Mas	September 2025
Wendy's	October 2025
California Pizza Kitchen	January 2026
Sharkey's	March 2026
The Stand	April 2026
Chipotle	May 2026

In addition, each year the Charter School participates in the Sherman Oaks Street Fair in October. This is an opportunity for families and students to interact with the community and share information about our school. Ivy Bound is always looking for additional ways to spread the word about our school and participates and supports other community causes and efforts whenever possible.

HOW THIS PLAN WILL ACHIEVE AND MAINTAIN LAUSD'S STUDENT BALANCE GOAL AND LAUSD'S SPECIAL POPULATION PERCENTAGES

IBA will continue to employ the strategies detailed in this Element as we enter a new charter term and seek to bolster our total enrollment and further diversify our enrollment to achieve LAUSD's Racial and Ethnic Balance goals and special population percentages. As demographics in the community continue to shift due to economic challenges, IBA will continue to serve the needs of the surrounding community, welcoming and fostering diversity among our students as an integral part of our model (see, e.g., Element 1 discussion of culturally responsive pedagogy and culturally responsive teaching).

"Admission policies and procedures, consistent with subdivision (e)." (Ed. Code § 47605(c)(5)(H).)

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request.

HOMELESS AND FOSTER YOUTH

Charter School shall adhere to the provisions of the federal McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School will enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment.

Charter School shall comply with all applicable federal and state laws regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time. Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the applicable provisions of AB 379.

NON-DISCRIMINATION

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

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

Charter School shall not discourage a student from enrolling or seeking to enroll in the Charter School, nor encourage a current student from disenrolling, for any reason, including, but not limited to, the student's academic performance, nationality, race, ethnicity, or sexual orientation or because the student is a student with disabilities, academically low achieving, an English learner, neglected or delinquent,

homeless, economically disadvantaged, or a foster youth. The Charter School shall not request or require a student's records to be submitted before enrollment. The Charter School shall post on its web site the California Department of Education notice of these requirements and shall provide the notice to parents/guardians or students age 18 and older when the parent/guardian or student inquiries about enrollment, before conducting an enrollment lottery, and before disenrollment of a student. (Ed. Code §§ 47605, 47605.6)

Charter School shall adopt policy that is consistent with the model policy developed by the California Attorney General addressing the Charter School's response to immigration enforcement, notify parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs, prohibit the collection of information or documents regarding the immigration status of students or their family members, and fulfill other requirements of Education Code section 234.7.

PREGNANT AND PARENTING STUDENT ACCOMMODATIONS

Charter School shall provide specified accommodations to pregnant and parenting students, including, but not limited to, the provision of parental leave and reasonable accommodations on campus to a lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. The Charter School shall notify pregnant and parenting students and parents/guardians of the rights and options available to pregnant and parenting students. (Ed. Code §§ 222, 222.5, 46015.)

SEXUAL HARASSMENT POLICY NOTICE

The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at each schoolsite and in public areas at each schoosite.

If the charter school offers competitive athletics, annually post on the school's web site or on the web site of the charter operator the total enrollment of the school classified by gender, the number of students who participate in competitive athletics classified by gender, and the number of boys' and girls' teams classified by sport and by competition level. If Charter School operates multiple school sites, this information shall be disaggregated by school site. (Ed. Code § 221.9.)

ADMISSION REQUIREMENTS

In accordance with Education Code Sections 49011 and 47605(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

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

attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), as listed above.

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

The Charter School shall require students who wish to attend the Charter School to complete an application form. After admission, students will be required to submit an enrollment packet, which shall include the following:

1.   Student enrollment form
2.   Proof of Immunization
3.   Home Language Survey
4.   Completion of Emergency Medical Information Form
5.   Proof of minimum age requirements
6.   Release of records[109]

SPECIFIC POLICIES AND PROCEDURES FOR ADMISSION AND/OR ENROLLMENT IN THE CHARTER SCHOOL

Ivy Bound Academy will admit all pupils who wish to attend as outlined in Education Code Section 47605(e)(2)(A). Enrollment to the school is open to any resident of the State of California. IBA is a tuition free public charter school with no specific requirements for admission. Ivy Bound is fully committed to serving ALL students who wish to attend, regardless of socio-economic status, race/ethnicity, academic achievement level, specialeducation needs, or other "risk factors."

STUDENT RECRUITMENT

Please refer back to Element 7 for information on student recruitment efforts.

RECRUITING STUDENTS WITH A HISTORY OF LOW ACADEMIC PERFORMANCE, SED STUDENTS, AND SWD

IBA will actively recruit a socio-economically and ethnically diverse student population from the District and surrounding areas who are committed to the IBA's educational philosophy and instructional practices. As detailed in Element 7, our outreach plan includes targeted efforts to recruit all types of students, including those who are at risk of low achievement, special education students, and economically disadvantaged students. Our child-centered approach to education will be particularly impactful for these children.

LOTTERY PREFERENCES AND PROCEDURES

For a given school year, IBA will accept lottery forms during an application period that extends from the

---

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

day after the previous school lottery and until 5:00 p.m. on the last weekday in the month of January prior to the next given school year.

Following the lottery application period each year, and after accounting for existing students who are guaranteed enrollment in the following school year, applications shall be counted to determine whether any grade level has received more applications than availability. If the number of students applying for enrollment exceeds the Charter School's capacity, entrance shall be determined by random public drawing in accordance with Education Code Section 47605(e)(2)(B) and all federal requirements.

The school has developed procedures for a public random drawing in the event the schoolmeets its capacity and additional students wish to enroll. Consistent with California and federal law and federal non-regulatory guidance, the school will provide a preference for:

- Students who reside within LAUSD boundaries
- Siblings of students admitted to or attending the Charter School
- Students who are currently enrolled in the public elementary school and to pupils who reside in the public elementary school attendance area where the charter school site is located, as determined by LAUSD, for purposes of the Charter School Facilities Grant Program, pursuant to Education Code Section 47614.5(c)(2)(A).[110]
- Siblings of current applicants in same or other grades.

The first three categories of students are not exempt from participating in the public random drawing, but are given a preference if an on-time application was received. However, if there are more applications received than spaces available for a particular grade in each of the first three preferences, a separate random drawing will be held with those students who qualify to establish priority.

An additional preference is available for siblings of current applicants in same or other grades, this includes twins or older/younger siblings. Sibling applications are flagged so that if one is offered an enrollment space through the lottery drawing the other sibling is moved to the top of their grade level list. If there is more than one family receiving the sibling preference a separate, random, drawing will be held with qualified applicants to establish the order of the priority.

These preferences have been established to provide parents the opportunity to have all middle school aged children attend the same school.

No preferences are honored if an on-time application is not received.

Ivy Bound Academy will not discriminate on the basis of geographic residence. All students residing in the State of California may enroll in accordance with Education Code Section 47605(e).

An explanation of the enrollment process and the rules to be followed during the lottery are available at all times on our web site and can be translated via the website into any language requested. All applications must be submitted on line. If a family does not have access to a computer, a computer will be made available to them at the school to apply.

---

[110] This preference shall only be applied in the years when the Charter School does not qualify for the Charter School Facilities Grant Program based on its own student population.

Applications are available on the school website the day after the lottery is held annually. The website and the school notify potential applicants of the online application requirement and notify families that they may come to the school to complete the electronic application.

It will be communicated to the families that all students are admitted unless there are more applicants than spots, in which case a public lottery will occur at the school site on or before the third Wednesday in February, with notification and intent letters mailed within 2 weeks of that date. Students who are not granted enrollment for the next school year will remain on the waiting list unless otherwise requested by the parent to be taken off.

Public notice is posted at the school location, on the school web site and on distributed informational flyers regarding the application deadline and the date, time and location of the public drawing, encouraging people to attend (time will be weekday evening to maximize attendance; the location will be at the school site).

Parents/guardians who turned in enrollment forms prior to the January deadline will be notified by email and phone regarding the date and time of the public drawing. Each year, IBA will conduct a lottery within two weeks of the open enrollment deadline, publicizing the date, time and location with reasonable notice of at least one week before the lottery date. Drawings are held at the school site after 5:00 p.m. to maximize public participation.

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

All families that submitted an on-time lottery application will be notified at the lottery drawing and by email or phone (if necessary, by U.S. mail) of their admission status (accepted or placement on waiting list) within one week of the lottery drawing. If a student is accepted in the lottery, that family must confirm that the student will attend the school by a Confirmation Deadline - date specified in the admission's offer letter (approximately 2 weeks after the lottery). The school will hold a post-lottery enrollment session before the Confirmation Deadline to supply additional information and to assist families in filling out forms, this is to assist families who maybe did not complete a school tour or need help filling out paperwork it is not a requirement for admission. Each student accepting admission will receive an enrollment packet with all of the forms necessary to enroll at IBA.

The waiting list will include contact information of the families wanting to still be considered for

admission should a position open. Once the new school year has begun families on the waiting lists are contacted via phone call and email to see if they are interested in remaining on the school wait list. If a position opens during the course of the year, the administrative office will contact the family on the top of the waiting list to offer their student admission to the school. Families are notified via telephone and email, if provided. Should the family decline the position, the next family on the list will be contacted until the open position is filled. The response time to accept a position of enrollment varies depending on when the offer is made and is outlined below. A wait-list application will not carry over to the following school year. All families interested in applying for enrollment must submit a new application annually.

In the case of a waiting list, and his/her family is notified prior to April 16th annually, the family has ten (10) business days to confirm enrollment and submit an application. If a student is notified after April 16th annually, they will have five (5) business days to confirm enrollment and submit an application. If a student receives an offer of admission after the current school year ends, they will have three (3) business days to confirm enrollment and submit an application. Once the new school year has begun, the family will have one (1) day, 24 hours, to confirm enrollment and submit paperwork to Ivy Bound Academy.

A copy of all pre- and post-lottery enrollment applications, waiting lists, and lottery results will be kept on file in the administrative office and will be readily available for inspection by District representatives. The information will be maintained for at least three years.

ELEMENT 9 – ANNUAL FINANCIAL AUDITS

"The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority." **(Ed. Code § 47605(c)(5)(I).)**

Charter School shall provide for an annual audit that shall be conducted in compliance with applicable state and federal laws, including but not limited to the requirements of Education Code sections 47605(b)(c)(I) and 41020 as they may be amended from time to time. Charter School shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

The following reports will be submitted to LAUSD, in the required format and within timelines to be specified by LAUSD, each year:
  a. Provisional Budget – Spring prior to operating fiscal year
  b. Final Budget – July of the budget fiscal year
  c. First Interim Projections – November of operating fiscal year
  d. Second Interim Projections – February of operating fiscal year
  e. Unaudited Actuals – July following the end of the fiscal year
  f. Audited Actuals – December 15 following the end of the fiscal year
  g. Classification Report – monthly according to Charter School's Calendar
  h. Statistical Report – monthly according to Charter School's Calendar of Reports
       In addition:
       • P1, first week of January
       • P2, first week of April
  i. Instructional Calendar – annually five weeks prior to first day of instruction
  j. Other reports as requested by the District

ANNUAL AUDIT PROCEDURES

An annual independent fiscal audit of the books and records of IBA will be conducted as required under section 47605(c)(5)(I) and 47605(m), in accordance with applicable provisions within the California Code of Regulations governing audits of charter school as published in the State Controllers Guide. The independent fiscal audit of Ivy Bound Academy will be public record to be provided to the public upon request.

An audit committee made up of IBA staff will research independent audit firms and make a recommendation to the Board of Directors through a request for proposal format. The Board of Directors will make final independent auditor selection. The auditor will have, at a minimum, a CPA and educational institution audit experience and 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 Principal, Business Manager and back-office provider will work with the audit firm to provide any information requested.

The annual audit is completed within four months of the close of the fiscal year and a copy of the auditor's findings is forwarded to the LAUSD, 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, reviews any audit exceptions or deficiencies and reports to the IBA Board of Directors with recommendations on how to resolve them.The Board submits a report to LAUSD 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.

Ivy Bound Academy shall promptly respond to all reasonable inquiries, including but not limited to, inquiries regarding financial records, from the District and shall consult with the District regarding any inquiries.

ELEMENT 10 – SUSPENSION AND EXPULSION PROCEDURES

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

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

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

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

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

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform the pupil, the pupil's parent or guardian, or the pupil's educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii)." **(Ed. Code § 47605(c)(5)(J).)**

GENERAL PROVISIONS

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

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

Charter School shall ensure that its staff is knowledgeable about and complies with the District's Discipline Foundation Policy and/or current equivalent policy.. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

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

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

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless

child or youth, the student's educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated in this section.

HOMEWORK TO SUSPENDED STUDENTS

For any student who has been suspended from school for two or more schooldays, Charter School shall provide student with the homework the student would otherwise have been assigned if requested by the student or student's parent/guardian. If a homework assignment is requested and turned in to the student's teacher either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, but it is not graded before the end of the academic term, then that assignment shall not be included in the calculation of the pupil's overall grade in the class. (Ed. Code § 48913.5)

STUDENTS WITH DISABILITIES

Charter School shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, pending the completion of the expulsion process, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement determined in coordination with the LAUSD Division of Special Education.

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

NOTIFICATION OF THE DISTRICT

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

- Completed "Notification of Charter School Expulsion" [form available from the CSD website or office], including attachments as required on the form

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

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

OUTCOME DATA

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

REHABILITATION PLANS

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

READMISSION

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

SCHOOL CLIMATE AND STUDENT DISCIPLINE SYSTEM

Students learn best in an environment of clear expectations about behavioral and community norms that allows them to feel safe and nurtured. In order to maintain a positive learning community, IBA has developed a comprehensive set of student discipline policies through the work of a committee that includes input from interested parents/guardians, students and staff and LAUSD guidelines which include the Discipline Foundation Policy, the School Climate Bill of Rights, schoolwide positive behavior support, and discipline prevention. This includes tiered behavior responses and consequences, alternatives to suspension, and the Professional Development trainings provided to Charter School staff annually. Each family receives a copy of this policy through the annual Parent and Student Handbook. Families verify annually that they havereviewed these policies with their children by signing acknowledgment forms at the beginning of the school year. A copy of the current student handbook is also available on the school website.

From the initial setting of expectations through the school's consistent reinforcement of student standards, IBA students will be constantly acculturated to the school's values andexpectations. IBA will create a school environment in which inappropriate behavior is recognized by teachers, parents and students as harmful to the interests of all and, therefore, not acceptable and is based on the principles of being responsible and accountable for our actions.

The school's Student Suspension and Expulsion Policy will promote learning and protect the safety and well being of all students at the school. Staff will enforce disciplinary rules and procedures fairly and consistently among all students. Corporal punishment shall not be used as a disciplinary measure with any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student. Thiscommitment by IBA does not limit the rights of IBA employees to use force that is reasonable and necessary to protect the employee, student(s), staff or other persons, or to prevent damage to school property.

SCHOOL-WIDE POSITIVE BEHAVIOR INTERVENTION AND SUPPORT

The school climate at IBA is one of support, understanding, and respect. Every effort is made to model appropriate behavior and to be proactive in preventing the need for challenging behavior.
IBA approaches schoolwide behavior management through the paradigm of teaching, monitoring, and rewarding students for positive behavior. This is done using a model of schoolwide positive behavior support. We have developed the I AM IVY BOUND campaign to create a schoolwide connection and language to support our goals.

I am IVY BOUND.

I am Scholarly.

I am prepared and punctual

I am intellectually curious

I strive for academic excellence

I am Honorable.

I respect my school, my peers, and myself

I am ethical, reliable, and diligent

I am trustworthy, kind, and humble

I am Visionary.

I contribute and participate positively

I cherish and preserve my environment

I am responsible for my past, present, and future

Positive Behavior supports at IBA also include the merit system and "Get Caught Being Good" which focus on highlighting wanted behaviors and not always consequences for unwanted behavior.

MERITS*	
ACTIONS	**# OF MERITS**
Earn merits. Be Scholarly, Honorable, and Visionary.	Minimum of 1
Examples:	• Offering extra assistance in class • Asking/Answering thoughtful questions • Putting others before yourself • Modeling exceptional behavior consistently • Being helpful towards teachers and peers • Keeping the school clean • Mentoring other students • Being respectful towards staff and peers
DEMERITS**	
ACTIONS	**# OF DEMERITS**
1. Violations to Scholarly Behavior	
a. Tardiness	1
b. Unpreparedness	1
c. Missing Assignments	1
d. Failing Grades	1
e. Inappropriate Website	1-4
2. Violations to Honorable Behavior	
a. Cheating / Plagiarism	1-4
b. Verbal / Physical Bullying	1-4
c. Stealing	1-4
d. Dishonesty	1
e. Foul Language	1
f. Inappropriate physical touching	1-4
g. Horseplay	1
h. Violent Aggression (hitting, kicking, etc.)	4
3. Violations to Visionary Behavior	
a. Uniform Violation	1
b. Eating/Drinking Without Permission	1
c. Gum	1
d. Negatively Impacting School Cleanliness	1
e. Vandalism	1-4
f. Cell Phone Violation	1

Additional Positive Behavior supports include recognition awards for Perfect Attendance, No Yellow Boxes, Honor Roll, ALEKS progress, Ambassadors, Scholars, News Team and Preservation Society. All of these opportunities to recognize student achievement aid us in encouraging wanted behaviors in all of our students. The use of this positive behavior model emphasizes a proactive approach to preventing challenging behaviors, rather than a reactive approach to perpetuating problem behaviors.

TIERED BEHAVIOR INTERVENTION/RESTORATIVE JUSTICE PRACTICES/ALTERNATIVES TO SUSPENSION

IBA uses a tiered behavioral model that addresses behavior management on a continuum of three levels of support:

- LEVEL 1: addresses a majority of students displaying minor infractions using preventative strategies such as communication with parents and demerits
- LEVEL 2: addresses students with continuing at risk behaviors; strategies include parent meetings, contracts, afterschool detention
- LEVEL 3: addresses students for whom other interventions have not workedand they require

more individualized and specific interventions and behavior supports.

Underlying this progressive behavior management approach is the notion that students must be in the classroom to learn. Therefore, every effort is made to limit time outside ofthe classroom due to behavior. Certain behavior expectations for the students are therefore essential to achieving these aims. Student attentiveness, cooperation, punctuality, an attitude of readiness to learn, being prepared and respect for peers, adults,and property are some of the requirements to stay learning focused.

By utilizing a range of progressive disciplinary options, IBA will attempt to curtail misconduct before there is a need for more serious sanctions. Potential actions to minimize misbehavior include, but are not limited to:

- Additional assignments to be completed at home and/or at school, overseen byteachers.
- Parent meetings with teachers and/or School Principal
- Mandatory study hall during and/or after school
- Loss of incentives or privileges (for example, free dress day, field trip or specialevent)
- Daily conduct log, in which a student is required to get teacher acknowledgement ofappropriate behavior after each class).
- Daily homework log, in which a student is required to get teacher acknowledgment of completion of homework before the end of each class period daily.

For ongoing misbehavior, or problems that were not corrected after earlier attempts, thefollowing disciplinary options are available:

- In school suspension
- Written apology for misconduct and responsibility letter that outlines how better choices will be made in the future. Problematic choices are identified and addressedto learn from the mistakes made.
- Disciplinary probation/ contract with notice to parents and explanation of required improvement. This contract does not indicate that violation will lead to immediatesuspension; however, continued violation of contract will trigger a family meetingand could lead to suspension if the identified problems persist.
- Referral to school counselor or other school support staff

    The list below highlights alternatives to suspension utilized at IBA.

Coordinated Behavior Planfor Any Studentwhose behavior has impeded learning	Create a structured, coordinated behavior plan specific to the student based on assessment. The behavior support plan focuses on identifying the function of the inappropriate behavior, working as a team to decreaseinappropriate behavior and teach and reinforce desired behavior.
Alternative Programming	Changes in the student's schedule and/or classes. Assign the student to an alternative school or program,independent study or work experience program that is most tailored to the student's needs.

Behavior Monitoring	Monitor behavior (including study skills, work habits) and academics with daily report cards, behavior check-offs after each class, self charting of behaviors, and other strategies that provide feedback to the student.
Appropriate In-School Alternatives	Provide academic tutoring and behavior instruction, employing activities to develop social-emotional skills, social-cognitive skills, and work habits. Student integration of skills and consequent improvement in student conduct will result in student success and , subsequently, permission for the student to return to class.
Community Service	Assign pre-determined number of hours for community service, either in the school system or in the community.
Counseling	Refer students to group or individual counseling.
Parent Supervision in School	Invite and encourage parent to come to school to provide additional support and supervision.
Mini-Courses	Mandate or offer attendance at detention or Extended Friday School that would include short courses or modules on topics related to social-emotional behavior.
Restitution	Pay back can be financial or "in kind." This allows the student to feel empowered to restore or modify the school environment.
Problem Solving/ Contracting	Directly teach problem-solving skills to assist student in electing alternative ways to behave. Develop a contract that includes both positive and negative consequences. Emphasize student choice.

Source: Reece Peterson, University of Nebraska - Lincoln & Russell Skiba, Indiana University, modified by Nancy Franklin

IBA's School Principal, or designee, will bear primary responsibility for overseeing all student discipline referrals and based on the severity of the action, will respond fairly and appropriately. The designee is Office Manager, and only in the absence of the Principal. The School Principal or designee will document on the Student Discipline Report how the action was handled. The discipline report will be sent home to be signed by the student's parent or guardian and must be returned the following day. If the document is not returned, the parent is contacted to make sure they are aware of the incident and the student is allowed to return to class. A copy will be placed in the student's file and uploaded to Power School for the teachers to be aware. IBA seeks as often as possible to use alternatives to out of school suspension.

As outlined in the LAUSD's School Climate Bill of Rights, Ivy Bound Academy supports the idea that student achievement begins with keeping students in a safe classroom and healthy environment conducive to learning and free from disruption. Ivy Bound Academy is also committed to closing the achievement gap by providing access to all students and providing a vigorous education that ensures all students will graduate high school and college prepared and career ready.

Therefore, Ivy Bound Academy has created a school environment that fosters a culture of respect, accountability and discipline grounded in positive behavior interventions and away from punitive approaches that infringe on instructional time. As outlined in LAUSD's Guidelines for Student Suspensions, Ivy Bound Academy's approach to suspensions, including supervised suspension, "should be utilized for adjustment purposes only, when other means of correction have failed to bring about

proper conduct,and/or safety is at risk. As well as, provides alternatives to suspension that are age appropriate and designed to address and correct the student's specific misconduct." (BUL-5655.1)

As stipulated in the LAUSD Expulsion of Students bulletin, Ivy Bound Academy complies with the policy stating that, "expulsion should be regarded as a last resort of intervention and should be considered only for those offenses that the principals are mandated to recommend expulsion, other means of correction have failed to bring aboutproper conduct, or when the misbehavior poses a serious safety risk to others." (BUL- 4655.2)

Professional Development Plan

Ivy Bound Academy has dedicated time and resources to develop and implement both our school wide behavior support plan and discipline policy. Time is set aside annually for administrative staff to attend trainings and include new and emerging best practices into our discipline program. Trainings are then provided to our staff both formally, and informally, to ensure that appropriate alternative consequences are being implemented schoolwide; this includes classroom management, relationship building and conflict resolution training. Significant time and attention is spent in weekly Friday meetings withstaff to strategize and develop pro-active classroom behavior interventions that keep at- risk students in the classroom and minimize their ability to disrupt instruction.

Part of the training includes repeated discussion regarding alternatives to suspension and identifying problem areas currently seen on campus. The continuous review reinforces the idea that staff are to act as mediators, mentors and role models by modeling appropriate behavior intervention and conflict resolution techniques without engaging in a power struggle with the student.

Summer Professional Developments on Positive Behavior support are designed to indoctrinate new teachers into the positive behavior supports used school wide at IBA and uses returning teachers' feedback to minimize problems once the new school year begins. As follow up, discipline and demerits are reviewed in weekly Friday meetings to identify trends and address concerns. At these meetings teachers may be paired to work together if a pattern of problematic behavior is identified in one class but not another. Strategies and tips will be shared to make the student accountable and build relationships.

USING DATA

IBA reviews student behavior data on a regular basis by reviewing the Charter School's annual Suspension Rate as reported on the California School Dashboard, as well as data related to behavior referrals and feedback from students, families, and staff, through its student information system, instances of SST teams, and parent conferences.

IN-SCHOOL SUSPENSION

In school suspensions are given as an alternative to out of school suspensions. Full day in-school suspensions are limited to no more than 5 consecutive days. During in school suspensions, teachers provide the students with assignments to complete by the end of the school day for the length of the in school suspension. If the student has questions about the assignments, the Principal or other certificated personnel provide support. If students with special needs are serving an in school

suspension, they will be provided with all services and supports they would normally receive throughout the day by qualified credentialed personnel. In school suspensions are limited to no more than 10 per year.

IBA shall not utilize in-school suspension for students who:

- Caused, attempted to cause, threatened to cause, or participated in an act of hate violence;
- Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel;
- Made terrorist threats against school officials or school property, or both.

An administrator notifies the parent(s)/guardians or the foster child's educational rights holder, attorney, and county social worker via telephone of an in-school suspension, and a meeting is held when needed/requested.

GROUNDS FOR SUSPENSION AND EXPULSION

Students will be subject to discipline for misconduct occurring on school grounds, whilegoing to or coming from school, during the snack and lunch periods, whether on or off the school campus or during, going to, or returning from a school-sponsored activity.

SUSPENSION

Offenses For Which Students Must Be Suspended

Students must be suspended and recommended for expulsion when it is determined pursuant to the procedures below that the student:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
b) Brandished a knife at another person.
c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, *et seq.*
d) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.

If it is determined by the Hearing Officer or Administrative Panel that a student has brought a firearm 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 destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School will use the following definitions:

- The term "knife" means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.

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

- The term "destructive device" means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb; (B) grenade; (C) rocket having a propellant charge of more than four ounces; (D) missile having an explosive or incendiary charge of more than one-quarter ounce; (E) mine; or (F) device similar to any of the devices described in the preceding clauses.

Offenses For Which Students May Be Suspended

Students may be suspended when the Principal or designee determines the student:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

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

o) Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.

p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 5 to 8, inclusive.

r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 5 to 8, inclusive.

s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 5 to 8 inclusive.

t) 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 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 their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
   ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
   iii. Causing a reasonable student to experience substantial interference with their academic performance.
   iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
   i.   A message, text, sound, video, 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 student 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 student for the purpose of bullying the student and such that another student would reasonably believe, or has

reasonably believed, that the student was or is the student who was impersonated.

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

iii. An act of cyber sexual bullying.

(a) For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

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

3) 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.

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

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

EXPULSION

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

Offenses For Which Students Must Be Recommended for Expulsion

Students must be suspended and recommended for expulsion when it is determined pursuant to the procedures below that the student:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
b) Brandished a knife at another person.
c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, *et seq.*
d) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.

If it is determined by the Hearing Officer or Administrative Panel that a student has brought a firearm 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 destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School will use the following definitions:

- The term "knife" means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.

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

- The term "destructive device" means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb; (B) grenade; (C) rocket having a propellant charge of more than four ounces; (D) missile having an explosive or incendiary charge of more than one-quarter ounce; (E) mine; or (F) device similar to any of the devices described in the preceding clauses.

Offenses for Which Students May Be Recommended for Expulsion

Students may be recommended for expulsion when the Principal or designee determines the student:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

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

o) Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.

p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 5 to 8, inclusive.

r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 5 to 8, inclusive.

s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 5 to 8 inclusive.

t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

4) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
   v. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
   vi. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.

<blockquote>

<blockquote>

vii.   Causing a reasonable student to experience substantial interference with their academic performance.

viii.   Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

</blockquote>

5)   "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

    iv.   A message, text, sound, video, or image.

    v.   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 student 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 student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

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

    vi.   An act of cyber sexual bullying.

        (c) For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

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

6)   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.

</blockquote>

u)   A student who aids or abets, as defined in Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension,

but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a)-(b) above.

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

OUT-OF-SCHOOL SUSPENSION PROCEDURES

INVESTIGATION
The process for investigating incidents and collecting evidence will be fair and thorough. The Principal, designee, or teacher investigates the incident and determines whether or not it potentially merits suspension. This includes interviews of witness(es), review of videotapes if available, and review of written statements of witnesses. In addition, in order to investigate an incident, or where there is reasonable suspicion, a student's attire, personal property, vehicle or school property, including books, desks, andschool lockers, may be searched by the Principal or designee who has a reasonable suspicion that a student possesses illegal items or illegally obtained items.

These may include illegal substances, drug paraphernalia, weapons or other objects or substances that may be injurious to the student or others. Illegally possessed items shallbe confiscated and turned over to the police.

CONFERENCE
An informal conference conducted by the Principal, will be held, with the student and the student's parent or guardian to discuss the circumstances relevant to the potential suspension. Before the decision to suspend is made, the student will be given the opportunity to respond to the allegations being made and share their side of the story, including their own evidence as applicable. This conference may be omitted if the Principal 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 the student is suspended without a conference, the parent/guardian will be notified of the student's right to return to school for the purpose of a conference. This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. Penalties shall not be imposed on a student for failure of the student's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent/guardian, at the conference.

NOTICE OF SUSPENSION TO PARENT/GUARDIAN
A notice of Suspension form is prepared for the student and parents and sent via email and U.S. mail, with the specific offense committed, the time of a student's suspension and the date and time the student may return to school. A copy of this form will be placed in to the student's cumulative folder.

POSSIBLE REPORT TO LAW ENFORCEMENT
The Principal determines whether the offense warrants a report to law enforcement authorities.

California law requires that IBA report certain offenses to law enforcement authorities (Education Code Section 48902). In such cases, the appropriate law enforcement agencies will be notified. In addition to the offenses listed under "Mandatory Expulsion/Suspension" that require a police report, school personnel may be required by law, to file a report to the police or a legal agency as follows:

- prior to suspending a student from school for an assault upon any person with adeadly weapon or by force likely to produce great bodily injury (Education Code Section 48902)
- a non-accidentally inflicted physical injury upon a minor student by another student which requires medical attention beyond the level of school applied first aid. (Penal Code Section 11166)
- a non-accidentally inflicted physical injury by any person upon any minor whichrequires any medical attention. A report must be made to police or a child protectionagency. (Penal Code Section 11166)
- actual or suspected sexual abuse or physical abuse of any minor child. A report mustbe made to a child protection agency. (Penal Code Section 11166)
- an attack or assault on, or the menacing of, any school employee by a student. (Education Code Section 44014)
- a directly communicated threat by a student or any person to inflict unlawful injuryupon the person or property of a school employee to keep the employee from fulfilling any official duty or for having fulfilled any official duty.
- possession of any controlled substance, drug paraphernalia, alcoholic beverages or intoxicants, including glue containing toluene. Possession of such materials is illegal, and
- upon confiscation, cannot be retained by school personnel. (Education Code Section 48900(c)
- acts of school misconduct in violation of court imposed conditions on probation. (Education Code Section 48267)
- truancy of any student under court ordered mandatory attendance.

NOTIFICATION TO TEACHERS OF SUSPENSION

The School Principal or designee informs teachers of each student who has engaged in, or been suspected to have been engaged in, any misconduct for which the student may be suspended other than for use and possession of tobacco products. The information must be maintained in confidence and transmitted to teachers and supervisory personnel in confidence for a period of three years after receiving such notification or from the time the student returns to the school. (Education Code Section 49079)

Appeals of Suspension Decisions

A student or the student's parents/guardians may appeal a suspension that is imposed upon a student for their school related offenses. An appeal in writing may be made to Ivy Bound Academy and directed to the Principal. Such appeals shall be resolved with a written response within ten (10) school days. After appeal at the Ivy Bound Academy administrative level is denied, if further review by the family is desired,the appeal may be extended to the Ivy Bound Academy Board of Directors of Directors for resolution with a written response which may necessitate a special board meeting depending on the board's calendar of meetings. The Board Meeting and decision will be made within five (5) school days of receipt. If an appeal is denied, the parent may submit a written rebuttal to the Charter School regarding the decision and it will be included in thestudent's cumulative file.

MAXIMUM DAYS A STUDENT MY BE SUSPENDED FOR A SINGLE OFFENSE AND TOTAL MAXIMUM DAYS WITHIN

ONE ACADEMIC YEAR

The length of the suspension will be determined by the Principal based on the severity of the offense(s), as evidenced by witness statements, physical evidence, and other relevant factors. The length of suspension for students may not exceed a period of five (5) continuous days. As addressed in Education Code Section 48903(a), the total number of days for which a pupil may be suspended from school shall not exceed twenty (20) school days in any school year or ten (10) school days for students with IEPs, unless for purposes of adjustment, a pupil enrolls in or is transferred to another regular school, an opportunity school or class, or a continuation education school or class, in which case the total number of school days for which the pupil may be suspended shall not exceed thirty (30) days in any school year.

HOW AND WHERE THE CHARTER SCHOOL WILL PROVIDE THE STUDENT WITH MEANINGFUL ACCESS TO EDUCATION DURING THE SUSPENSION TERM

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned. In such cases the Principal, or designee, will collect and provide the suspended student with classroom material and current assignments to be completed at home during the length of the suspension. Written or email notification, listing all required assignments, are sent to the student's parents and all needed materials are left in the front office for parents to pick up. Students take all tests and quizzes missed upon their return to school.

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

RULES AND PROCEDURES FOR SUSPENSION PENDING THE OUTCOME OF AN EXPULSION PROCESS

A suspension maybe extended if a hearing to expel is being processed by the Administrative Panel. However, such an extension is only permissible if the School Principal or his/her designee has determined, following a meeting with the student (to which the parents have been invited to participate) that the ongoing presence of the student at the school would cause a danger to persons or property. IBA will make everyeffort to expedite the process to hold an expulsion hearing when a recommendation for expulsion has been made. During those intervening days, the student will continue to work on class assignments that will be provided to the parents and have access to ALEKSso that they are on track to begin instruction in a new academic setting. In the interim, theCharter School will remain in contact with the family to ensure that suitable enrollment is found and that the student is re-enrolled as quickly as possible.

EXPULSION PROCEDURES

Expulsion is the removal of a student from all schools and programs of Ivy Bound Academy for an extended period of time for acts of specified misconduct. Except for mandatory grounds for expulsion,

expulsion is used only where there is a history of misconduct, when other forms of discipline, including suspension, have failed to bring about proper conduct, or when the student's presence causes a continuing danger to otherstudents. Final action is only taken by the Hearing Officer or vote of the Administrative Panel

A student may be expelled following a hearing before a neutral and impartial Hearing Officer or Administrative Panel to be assigned by the Board. The Administrative Panel will consist of three to five certificated administrators from other charter schools and teachers from the school site who are not teachers of the pupil or teachers involved in the incident, and (1-2) Board members of the Charter School's governing board. This will ensure that the Administrative Panel is impartial and there are no conflicts of interest present. Every effort will be made to have an odd number of Panel members to avoid a split decision. The Hearing Officer or Administrative Panel may expel any student found to have committed an expellable offense andany additional findings, as applicable.

Unless postponed by the Hearing Officer or Administrative Panel for good cause, the hearing will be held within 30 days after the Principal has made an expulsion recommendation or unless the student and parent/guardian request a postponement. Likewise, the hearing shall not be held less than ten (10) days following the written notification of due process rights unless the student and family/guardian waive their rights to ten (10) days' notice in writing to the Charter School. Any additional postponement may be granted at the discretion of the Administrative Panel. The hearing shall be held in a confidential setting (complying with all student confidentiality rules under the Family Educational Rights and Privacy Act ("FERPA").) If necessary, a translator will be present at the hearing.

The decision of the Hearing Officer or Administrative Panel to expel a pupil shall be based upon substantial evidence relevant to the charges adduced at the expulsion hearing or hearings. Except as provided in this section, no evidence to expel shall be based solely upon hearsay evidence. The Administrative Panel or Hearing Officer may, upon a finding that good cause exists, determine that the disclosure of either the identity of a witness or the testimony ofthat witness at the hearing, or both, would subject the witness to anunreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the governing board, the hearing officer or administrative panel. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the parents/ guardian of the pupil.

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 personscan rely in the conduct of serious affairs. A decision by the Hearing Officer or Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony.

Notice

If the Principal or their designee recommends expulsion, the School shall provide written notice to the student and parent/guardian at least ten (10) calendar days before the date of the hearing. The notice

shall include all of the following:

- o The date and place of the hearing.
- o A statement of the specific facts and charges uponwhich the proposed expulsion is based.
- o A copy of the disciplinary rules of the charter school that relate to the alleged violation.
- o A notice of the parent, guardian, or pupil'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.
- o Notice of the opportunity for the pupil or the pupil's parent or guardian to appear in person or to be represented by legal counsel or by a non attorney advisor,
- o Notice of the opportunity for the pupil or the pupil's parent or guardian to inspect and obtain copies of all documents to be used at the hearing.
- o Notice of the opportunity for the pupil or the pupil's parent or guardian to confront and question all witnesses who testify at the hearing.
- o Notice of the opportunity for the pupil or the pupil's parent or guardian to question all other evidence presented, and to present oral and documentary evidence on the pupil's behalf, including witnesses.
- o This subdivision shall not preclude the person presiding over an expulsion hearing from removing a support person whom the presiding person finds is disrupting the hearing.

Record of Expulsion Hearing

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

SPECIAL RULES FOR EXPULSION HEARINGS INVOLVING SEXUAL ASSAULT OR BATTERY OFFENSES

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

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) days notice of their scheduled testimony; (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent/guardian, or legal counsel; and (c) elect to have the hearing closed while testifying.

2. The Charter School must also provide the 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 entity conducting the expulsion hearing, the complaining witness shall be

allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.

4. The Hearing Officer or Administrative Panel may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

5. The Hearing Officer or Administrative Panel may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the Hearing Officer or Administrative Panel presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The Hearing Officer or Administrative Panel may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.

7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude Hearing Officer or Administrative Panel from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

9. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the 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.

DECISION OF HEARING OFFICER OR ADMINISTRATIVE PANEL

Within three (3) school days after the hearing, the Hearing Officer or Administrative Panel shall decide whether or not to approve the recommendation to expel. In connection with such a decision, no school leader or other school personnel who were involved in the underlying disciplinary action shall participate in any decision of the Hearing Officer or Administrative Panel thereof. Any decision to accept the recommendation to expel must be based upon a finding of facts derived from the evidence presented to the Hearing Officer or Administrative Panel. Any decision to expel must be based upon substantial evidence relevant to the charges adduced at the expulsion hearing. In the case of expulsion, the parent/guardian will enrollthe student in another school.

If the Hearing Officer or Administrative Panel decides not to recommend expulsion, the expulsion proceedings shall be terminated and the pupil immediately shall be reinstated and permitted to return to the classroom instructional program from which the expulsion referral was made, unless the parent, guardian, or responsible adult of the pupil requests another school placement in writing. Before the placement decision is made by the parent, guardian, or responsible adult, the Hearing Officer or Administrative Panel shall consult with school personnel, including the pupil's teachers, and the parent, guardian, or responsible adult regarding any other school placement options for the pupil in addition to the option to return to their classroom instructional program from which the expulsion referral was made.

WRITTEN NOTICE TO EXPEL

Written notice of any decision to expel or to suspend the enforcement of an expulsion order during a period of probation shall be sent by the Principal or their designee to the pupil or the pupil's parent or guardian and shall be accompanied by all of the following:
- Notice of the education alternative placement to beprovided to the pupil during the time of expulsion.
- Notice of the obligation of the parent, guardian, or pupil to inform that school of the pupil's expulsion upon the pupil's enrollment in a new school.

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

APPEALS OF EXPULSION DECISIONS

Parents have the right to appeal expulsions to the full board of IBA. A written notice outlining the findings from the expulsion hearing will be completed within three (3) from the date of the hearing. A copy of the findings will be provided to the parents via electronic mail and U.S. Mail. A parent must submit an appeal within 10 days of being informed of the expulsion decision by the board's Hearing Officer or Administrative Panel. In the event of an appeal request, the appeal will be heard by the governing board of IBA, minus any board members that may have been a part of the original Administrative Panel.

ALTERNATIVE EDUCATION

Students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The 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.

REHABILITATION/READMISSION

The Hearing Officer or Administrative Panel, upon expelling a pupil, may suspend the enforcement of the expulsion order for period of not more than one calendar year. And as a result may, as a condition of the suspension of enforcement, assign the pupil to a school, class, or program that is deemed

appropriate for the rehabilitation of the pupil. The rehabilitation program to which the pupil is assigned may require the involvement of the pupil's parent or guardian in the child's education in ways that are specified in the rehabilitation program. A parent or guardian's refusal to participate in the rehabilitation program will not be considered in the Hearing Officer or Administrative Panel's determination as to whether the pupil has satisfactorily competed the rehabilitation program. IBA will hold a readmission hearing to potentially lift the expulsion at the end of the term of the expulsion.

ELEMENT 11 – EMPLOYEE RETIREMENT SYSTEMS

"The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security." (Ed. Code § 47605(c)(5)(K).)

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School's participation in, and/or coverage of its staff members by, the State Teachers' Retirement System (CalSTRS), the Public Employees' Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a "government plan" governed by section 414(d) (e.g., CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan's requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School's existence under the same CDS code, if mandated by applicable legal and retirement plan requirements.

CERTIFICATED STAFF MEMBERS

Staff at IBA participates in the federal social security system and have access to other school-sponsored retirement plans according to policies adopted by the Board of Directors for the school's employees. A recommendation for a change to the current retirement plan offered to IBA employees must be presented to the Board of Directors by a committee of stakeholders that must include representatives of the administrative, teaching, and clerical staff.

IBA teachers and eligible certificated employees participate in the State Teachers' Retirement System and IBA coordinates such participation, as appropriate, with the social security system or other reciprocal systems. IBA, as a participant in STRS, will work directly with the Los Angeles County Office of Education to forward in a timely fashion any required payroll deductions and related data. Full-time certificated employees as participants in the State Teachers' Retirement System (STRS) will contribute the required percentage (currently 8%), and IBA will contribute the employer's portion required by STRS (currently 8.25%). All withholdings from employees and IBA are forwarded to the STRS Fund as required, and Charter School acknowledges the Charter School will continue such participation for the duration of the Charter School's existence under the same CDS code.

Employees accumulate service credit years in the same manner as all other members of STRS. IBA reports STRS contributions to LACOE in a timely manner and in a format acceptable to LACOE. The Principal in coordination with the on-site business manager and the Charter School Management Corporation (CSMC) will ensure appropriate arrangements for STRS, 403B, and Social Security coverage. IBA accepts and understands its obligations to comply with specific sections of the Education Code Section 47611.

CLASSIFIED STAFF MEMBERS/OTHER STAFF MEMBERS

Non-certificated employees participate in the Social Security system. A 403(b) retirement may be offered to non-teacher employees who cannot participate in STRS.

ELEMENT 12 – PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

"The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools." (Ed. Code § 47605(c)(5)(L).)

Pupils of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

A pupil who chooses not to attend Charter School may attend a public school within the pupil's school district of residence in accordance with applicable law and that school district's policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school's charter. If LAUSD is the pupil's school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

No student shall be required to attend this or any other charter school. Parents and guardians of each student enrolled in the Charter School will be informed in writing in the enrollment packet that 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 – RIGHTS OF DISTRICT EMPLOYEES

"The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school." (Ed. Code § 47605(c)(5)(M).)

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

ELEMENT 14 – MANDATORY DISPUTE RESOLUTION

"The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter." (Ed. Code § 47605(c)(5)(N).)

GENERAL PROVISIONS

Any claim, controversy or dispute between the District and Charter School arising out of, or relating to, this Charter, <u>except</u> for any claim, controversy or dispute related to the authorization, non-renewal, revision, and/or revocation of this Charter, ("Dispute") shall be resolved pursuant to the terms of this Element 14.

Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys' fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration, administrative and/or civil action (including all levels of appeal), and no party shall be ordered to pay, or be awarded, any other party's attorneys' fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys' fees, costs and/or expenses, or mediator's or arbitrator's fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

PROPOSITION 39 DISPUTES

Any Dispute related to or arising out of Education Code section 47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 et seq. ("Proposition 39"), shall be resolved in accordance with the procedures set forth below:

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

   Unless directed otherwise, all Written Notifications to the District and Charter School shall be addressed respectively as follows:

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

Ivy Bound Academy
c/o Dr. Stephen Bluestein, Executive Director
15355 Morrison Street
Sherman Oaks, CA 91403

2) A written response ("Written Response") shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, 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 communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

3) If the Dispute has not been resolved by mutual agreement from the Written Response, 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 on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.

4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

NON-PROPOSITION 39 DISPUTES

Any Dispute not related to or arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below:

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

Unless directed otherwise all Written Notifications to the District and Charter School shall be addressed respectively as follows:

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

Ivy Bound Academy
c/o Dr. Stephen Bluestein, Executive Director
15355 Morrison Street
Sherman Oaks, CA 91403

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 or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, 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 communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

3) If the Dispute has not been otherwise resolved by mutual agreement, 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 from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.

4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

5) 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.

ELEMENT 15 – CHARTER SCHOOL CLOSURE PROCEDURES

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

REVOCATION OF THE CHARTER

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. The District may revoke the Charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

- Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.

- Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.

- Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.

- Charter School violated any provision of law.

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

Pursuant to Education Code section 47607.3, a charter school identified for needing assistance and provided advice and assistance from the California Collaborative for Educational Excellence based on failure to satisfy state evaluation rubrics may be subject to revocation.

CLOSURE ACTION

The decision to close Charter School, by the governing board of Charter School must be documented in a "Closure Action". A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(f)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(k) and 47607(j), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process; the governing board of Charter School votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1,

and are based on "Charter Schools Closure - Requirements and Recommendations" posted on the California Department of Education website. All references to "Charter School" apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.

2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.

3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

5. The retirement systems in which Charter School's employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.

6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.

7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning

students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.

8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of Charter School

2. The name(s) and contact information for the person(s) handling inquiries regarding the closure

3. The students' school districts of residence

4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure

2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school

2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results

3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School

2. The name(s) and contact information for the person(s) handling inquiries regarding the closure

3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

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

Records Retention and Transfer

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.

2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.

3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.

4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.

5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).

7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.

8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.

9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

After receiving notification of closure, the California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final audit within six months after the closure of 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 Charter School.

This audit may serve as Charter School's annual audit if it meets all of the requirements of the annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.

2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.

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

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

If Charter School is operated as or by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

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

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not

limited to the following:

    a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.

    b. Make final federal tax payments (employee taxes, etc.)

    c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 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.

In the event that the Charter School closes, the Executive Director will serve as the Charter School's closure agent.

ADDITIONAL PROVISIONS

<u>**FACILITIES**</u>

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

District-Owned Facilities

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District 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 District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District 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 District facilities with other

District user groups, Charter School agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District 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 District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.

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

- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors:

    (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term "instructional program" is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on "average daily attendance" and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.

    (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.

- Minimum Payments or Charges to be Paid to District Arising from the Facilities:

    (i) Pro Rata Share: The District shall collect, and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools 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 the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District 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 District facilities with another user, the District shall provide the operations and maintenance services for the District 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 District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it 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 requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. 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.

Facility Compliance: Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies 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 Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

INSURANCE

Insurance Requirements

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

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

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of $5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above $15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.

2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance

coverage must also include Employers Liability coverage with limits of $1,000,000/$1,000,000/$1,000,000.

3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of $1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is $5,000,000 Combined Single Limit per Occurrence.

4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be $1,000,000 per occurrence/$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.

5. Cyber Liability insurance coverage with minimum limits of $500,000 per occurrence and $500,000 general aggregate.

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

7. Sexual Molestation and Abuse coverage with minimum limits of $5,000,000 per occurrence and $5,000,000 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. Whether this coverage is separately issued or included by endorsement to another policy, such coverage shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

8. Employment Practices Legal Liability coverage with limits of $5,000,000 per occurrence and $5,000,000 general aggregate.

9. Excess/Umbrella Liability 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 and alternative methods of coverage as approved by the District. Where specifically required above, and with respect to any other coverage for which such endorsements and/or provisions are available, each policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

Evidence of Insurance

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 at the outset of the Charter agreement and within 30 calendar days of the inception or effective date of any new policies, renewals, or changes, certificatesof insurance evidencing such coverage and signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

"Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed."

With respect to the coverages for which additional insured status is required as set forth above, the certificate(s) of insurance shall reflect Los Angeles Unified School District's and Its Board of Education's status as named additional insureds thereunder, and shall attach a copy of the endorsement(s) extending such coverage.

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

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

Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

FISCAL MATTERS

District Oversight Costs

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School's revenue, or the District may charge for the actual costs of oversight of Charter School not to

exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

Cash Reserves

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Student Body Funds

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

Audit and Inspection of Records

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

- Charter School is subject to District oversight.

- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.

- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal

mismanagement.

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

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

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

Fiscal Policies and Procedures

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a "listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)" of section 47606.5(a). (Ed. Code § 47606.5(b).)