



IVY ACADEMIA

An Entrepreneurial College Preparatory Charter School

**Charter Renewal Request
For the period:
July 1, 2018 to June 30, 2023**

**Submitted to
Los Angeles Unified School District
on
February 7, 2018**



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Assurances, Affirmations and Declarations

Ivy Academia, an Entrepreneurial College Preparatory Charter School, (also referred to herein as “Ivy Academia” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).)
- Not charge tuition. (Ed. Code § 47605(d)(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. (Ed. Code § 47605(d)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(d)(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(d)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(d)(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”). (Ed. Code § 47605(d)(2)(B).)
- 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(d)(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(c)(1).)
- Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(c)(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 “District Required Language” (DRL), including the *Assurances, Affirmations, and Declarations* section above. The DRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the DRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the DRL 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 DRL contained in the addendum, the provisions of the DRL addendum shall control.

Element 1: The Educational Program

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

<u>GENERAL INFORMATION</u>	
The contact person for Charter School is:	Joe Herzog
The contact address for Charter School is:	7353 Valley Circle Boulevard West Hills, California 91304
The contact phone number for Charter School is:	(818) 716-0771
The address of Charter School is:	(TK-6) 5461 Winnetka Avenue Woodland Hills, California 91364 (7-12) 7353 Valley Circle Boulevard West Hills, California 91304
This location is in LAUSD Board District:	3, 4
This location is in LAUSD Local District:	Northwest
The grade configuration of Charter School is:	TK-12
The number of students the first year will be:	910
The grade levels for the students in the first year will be:	TK-12
The Charter School's scheduled first day of instruction in 2018-2019:	August 13, 2018
The enrollment capacity is: (Enrollment capacity is defined as all students who are enrolled in Charter School regardless of student residency).	1,400
The type of instructional calendar (i.e. traditional/year-round, single track/multi-track, extended day/year) will be:	Traditional/Single Track
The bell schedule for Charter School will be:	See Element 1, <i>Sample Bell Schedule (Daily Schedule)</i> on page 123
The term of this Charter shall be from:	July 1, 2018 to June 30, 2023

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(b)(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(e).)

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.

HIGH SCHOOL EXIT EXAMINATION

Charter School shall comply with all applicable requirements of Education Code sections 60850 – 60859, including but not limited to the requirements of sections 60851.6 and 60852.3.

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 English Learner Master Plan *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.

STUDENTS WITH DISABILITIES

Federal Law Compliance

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.

Special Education Program

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).

SELPA Reorganization

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.

Modified Consent Decree Requirements

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

As part of fulfilling the District’s obligations under the MCD, student level data requests from District-operated and Charter-operated charter schools are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor’s (“OIM”) required format in accordance with the OIM’s required timelines and as follows:

- End of Year Suspension

District ID, SSIS ID, last name, first name, date of birth, gender, grade, date of suspension, number of days suspended, and reason for suspension.

- Statewide Assessment Data

The standard file including District ID.

- Norm day

District ID, SSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- CBEDS

- All Students enrolled as of December 1 of each school year

District ID, SSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- Dropout

District ID, SSIS ID, last name, first name, middle name, date of birth, grade, last location, school name and local district

- Monthly SESAC and Suspension data

- Graduation roster from all charter schools with 12th grade students with disabilities

The MCD requires charter schools to implement the District's integrated student information system, which is currently referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All charter schools are required to utilize MiSiS directly or interface with MiSiS via a web based Application Programming Interface (API) in compliance with the requirements of the MCD and applicable timelines. Upon charter school full utilization of MiSiS either directly or via a web based API, the list of required data above will automatically be captured within MiSiS.

Community Need for Charter School

Ivy Academia, an Entrepreneurial and College Preparatory ("Ivy Academia"), a non-profit charter, is leading reforms to transform public education to ensure that all students are prepared for college, leadership, and life. Ivy Academia's innovative efforts are clearing the way to implement a small schools model for all schools, capitalizing on entrepreneurial spirit and raising awareness around the need for high-quality, small public elementary, middle, and high schools.

Ivy Academia has been authorized by the Los Angeles Unified School District ("LAUSD") for the past fourteen years. It serves nearly 700 students at sites located in Woodland Hills and West Hills. Ivy Academia provides students in the Valley an alternative choice, focused on developing

entrepreneurial skills for their public-school education. During the 2016-2017 school year, Ivy Academia received a 6-year WASC accreditation for its entire TK-12 academic program; traditionally, WASC accreditation is granted for grades 9-12. Ivy Academia will be up for WASC renewal during the 2021-2022 school year. There are three facets to Ivy Academia's belief system that drive its program: its core values, theory of change, and its academic model.

Core Values

- An unwavering belief in all students' potential
- Passion for Excellence
- Personal Responsibility
- Respect for others and the community
- All stakeholders are empowered with knowledge of critical theory

Theory of Change

- Commitment to serving all students
- Effective staff
- Strong school leadership
- Culture of transparency, performance, and accountability

Academic Model

- Ensuring quality teaching and instruction
- Engendering a college-bound culture
- Eliminating barriers to learning
- Promoting entrepreneurial leadership and life skills
- Evolving with 21st century business standards and industry demands

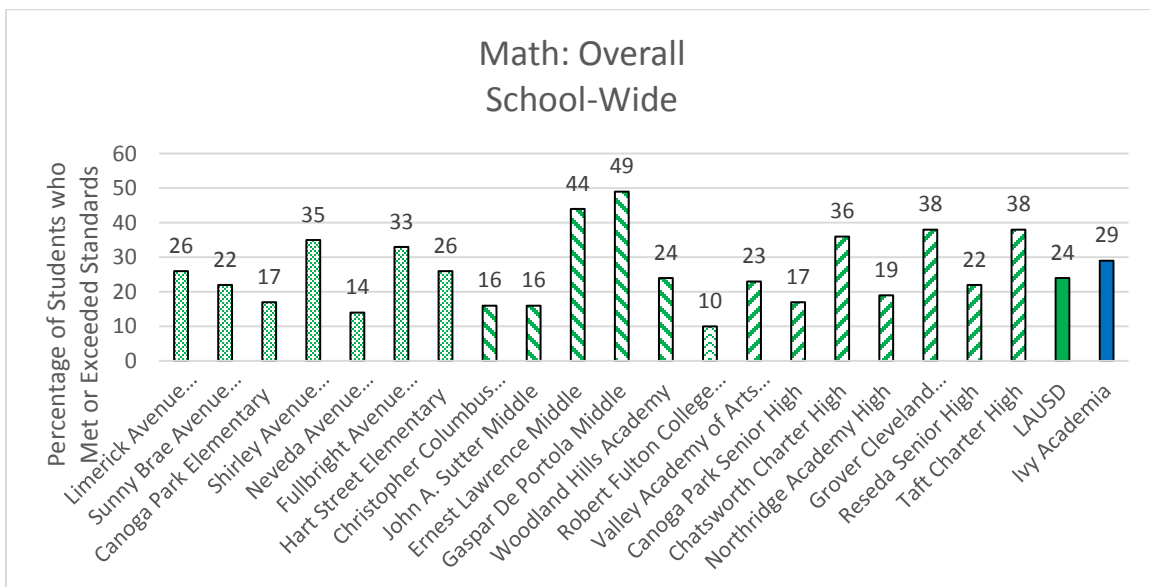
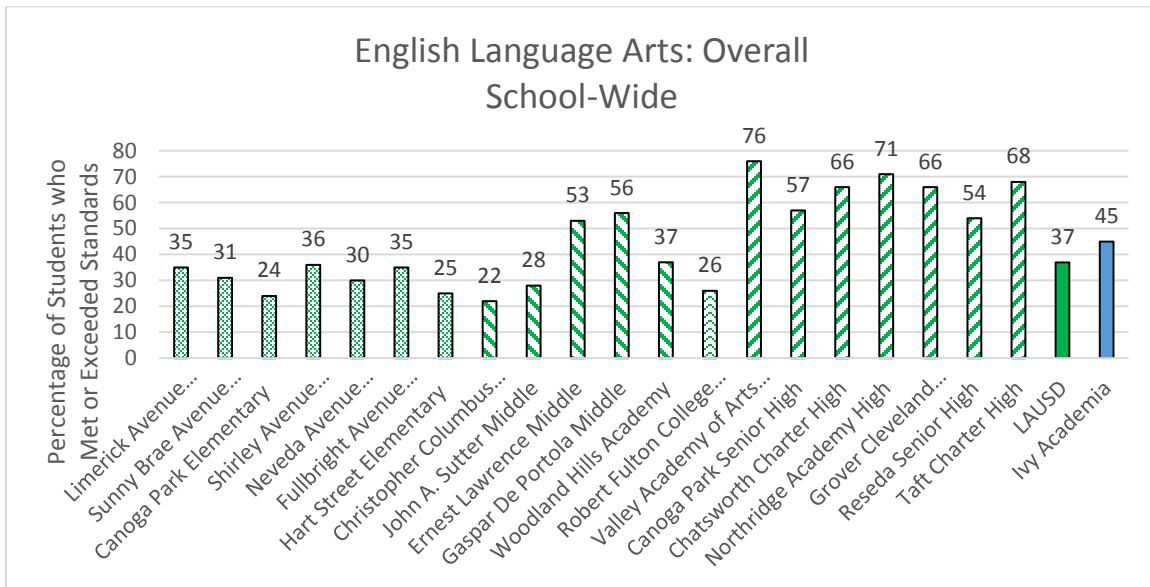
Ivy Academia has a proven track record of successfully serving students in the Valley. It addresses the needs of students who have traditionally struggled in public schools. These students are achieving far greater results than comparable schools in standardized test scores, graduation rates, and college matriculation.

Ivy Academia boasts impressive results: For the past three years, 100% of seniors have fulfilled graduation requirements. Of these graduates, 85% are accepted into two- and four-year colleges and universities, and 25% pursue entrepreneurial-focused careers. These rates significantly surpass those students' schools of residence.

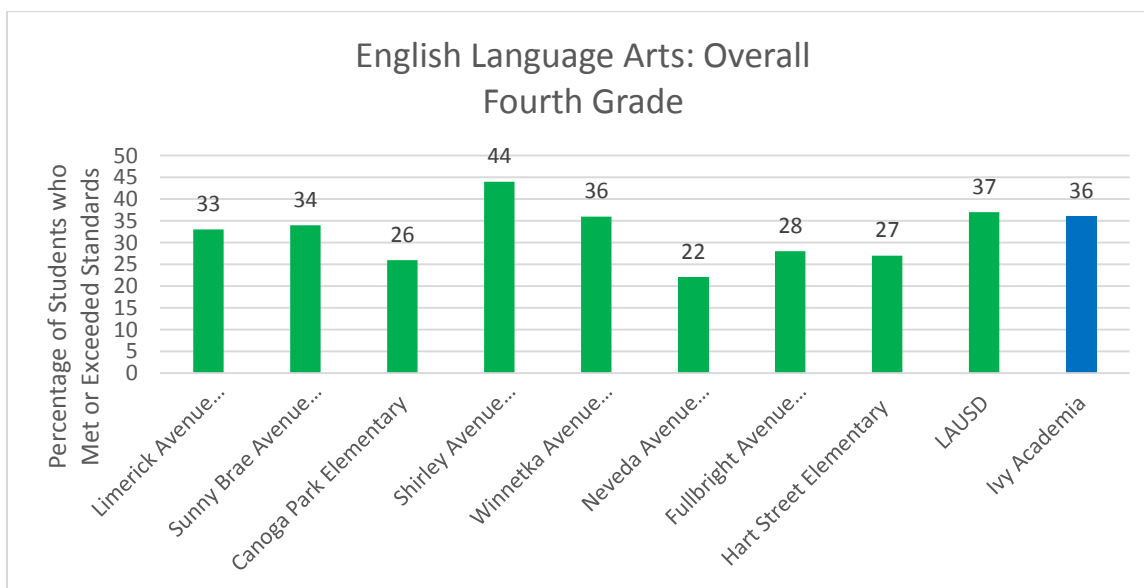
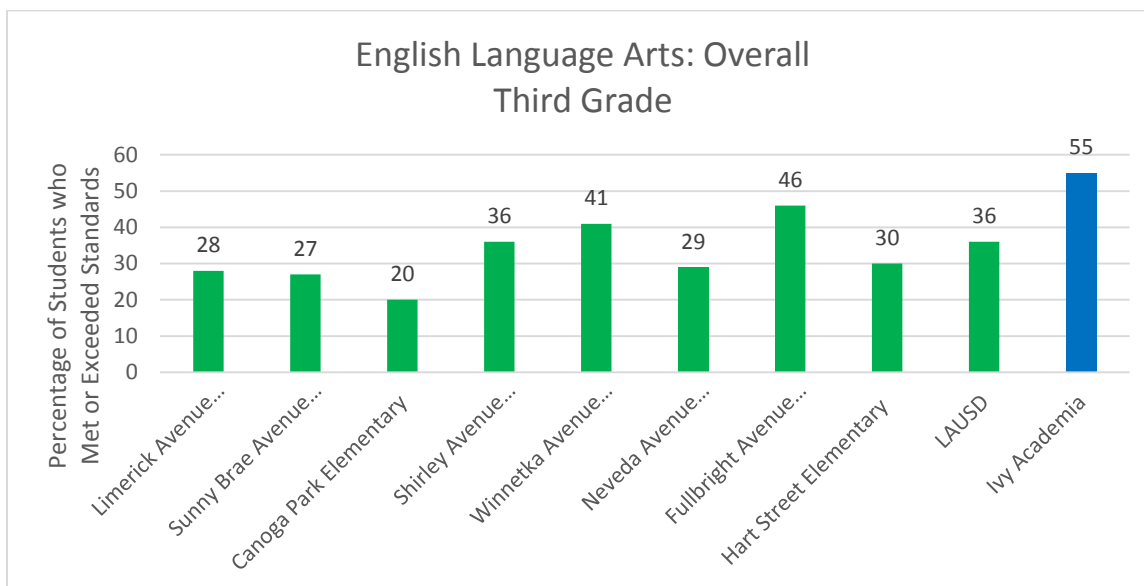
As part of a comprehensive strategy to drive change and to attract and retain highly qualified faculty, Ivy Academia has developed a uniquely collaborative relationship with its certificated employee union. Teachers are collectively organized with United Teachers Los Angeles, as an affiliate of the California Teachers Association ("CTA"). Current Ivy Academia management and the union enjoy a positive, collaborative relationship focused on developing student lifelong learners, using shared core beliefs about student success.

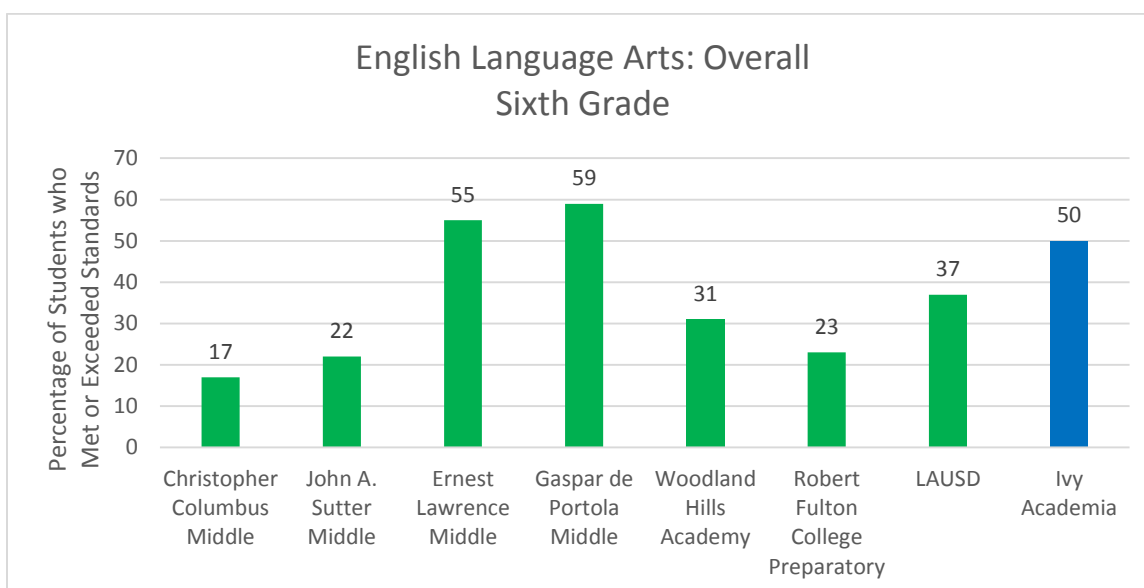
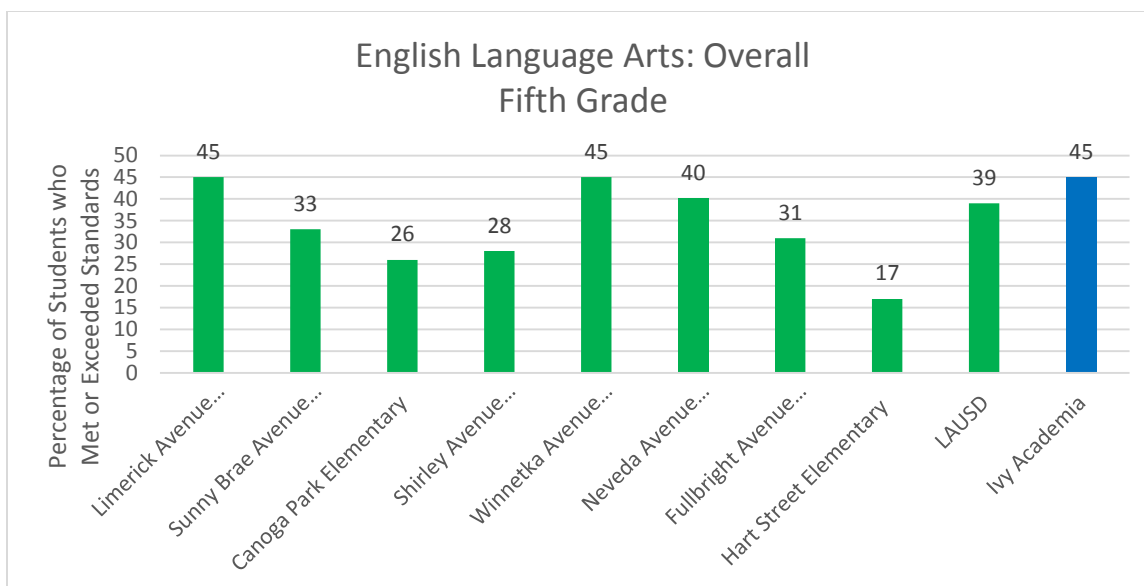
Based on its record of performance, Ivy Academia has successfully implemented its educational program, which is clearly evidenced in its student growth and achievement. Ivy Academia, which has been authorized for fourteen years, is a high-quality option in the Northwest Valley of Los Angeles.

Meeting the academic threshold criteria for renewal in Education Code Section 47607(b)(4), 45% of students Met or Exceeded Standard on the 2016-17 administration of the California Assessment of Student Performance and Progress (“CAASPP”) in English Language Arts. This is significantly higher than LAUSD Resident Schools with a California Department of Education reported Median of 37%. An equally significant percentage of students also Met or Exceeded Standard on the Math portion of the CAASPP with 29% of students Meeting or Exceeding Standard. This is higher than the LAUSD Resident Schools Median of 24%.



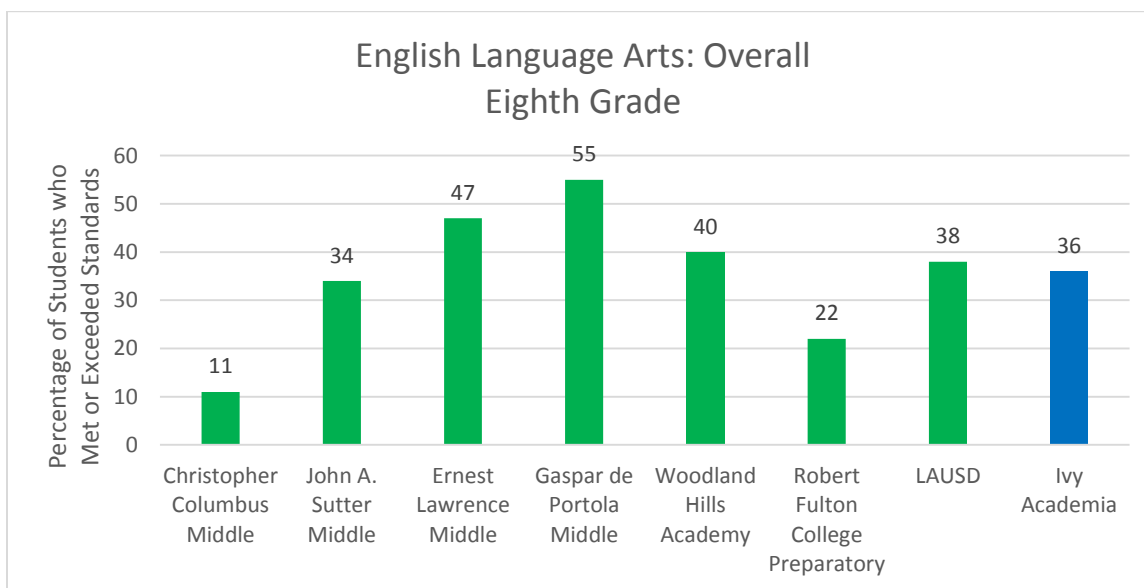
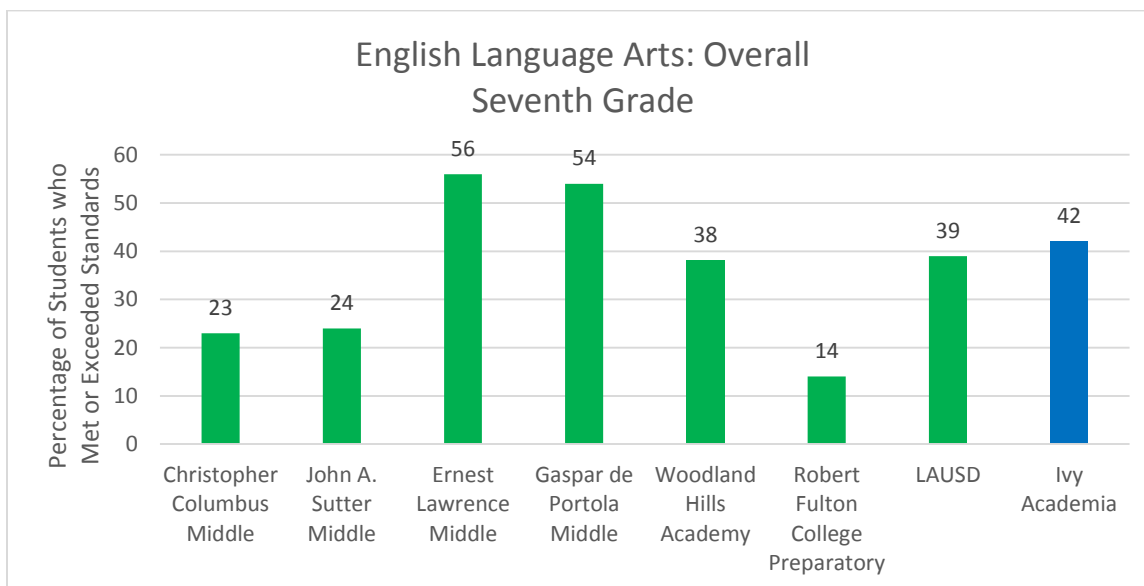
The following charts illustrate how Ivy Academia elementary performed on the ELA portion of the CAASPP in comparison to their peers at their resident schools.





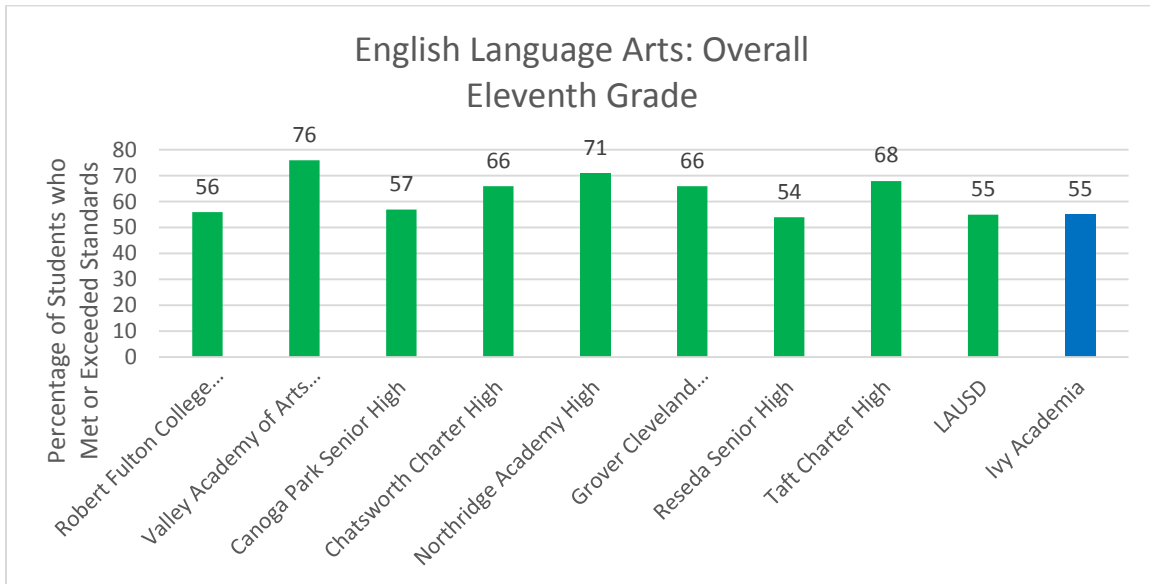
Students outperformed their peers in grades 5 and 6 when comparing Ivy Academia's results on the ELA portion of the CAASPP. Overall elementary ELA SBAC scores remained competitive with LAUSD resident schools.

The two charts below compare how Ivy Academia middle school students performed on the ELA portion of the CAASPP in comparison to their peers at their resident schools.



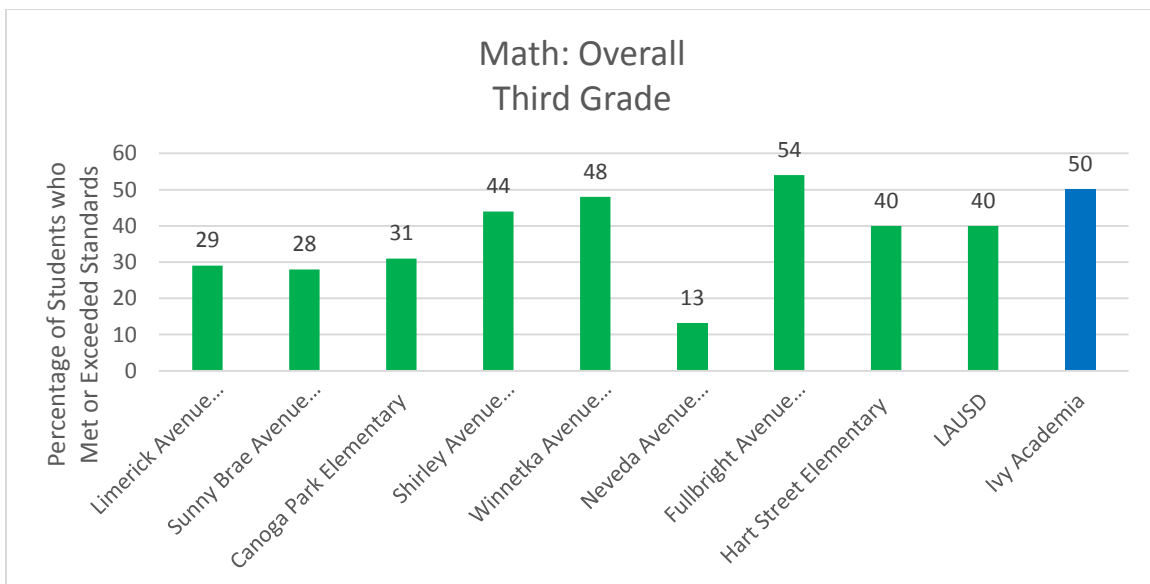
Again, students outperformed their peers among half of the middle schools, when comparing Ivy Academia's results on the ELA portion of the CAASPP.

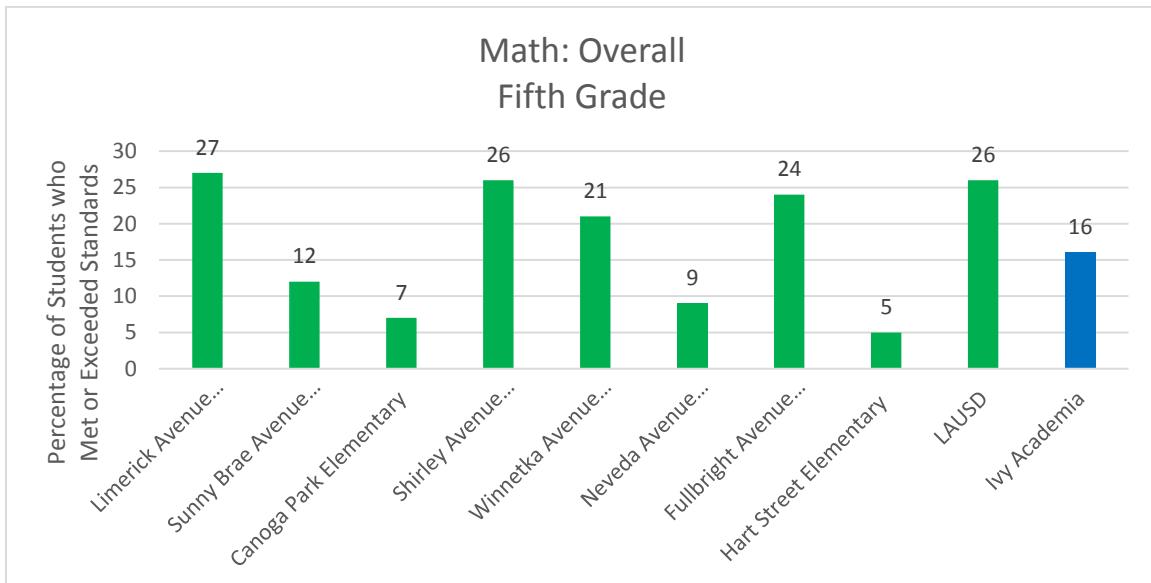
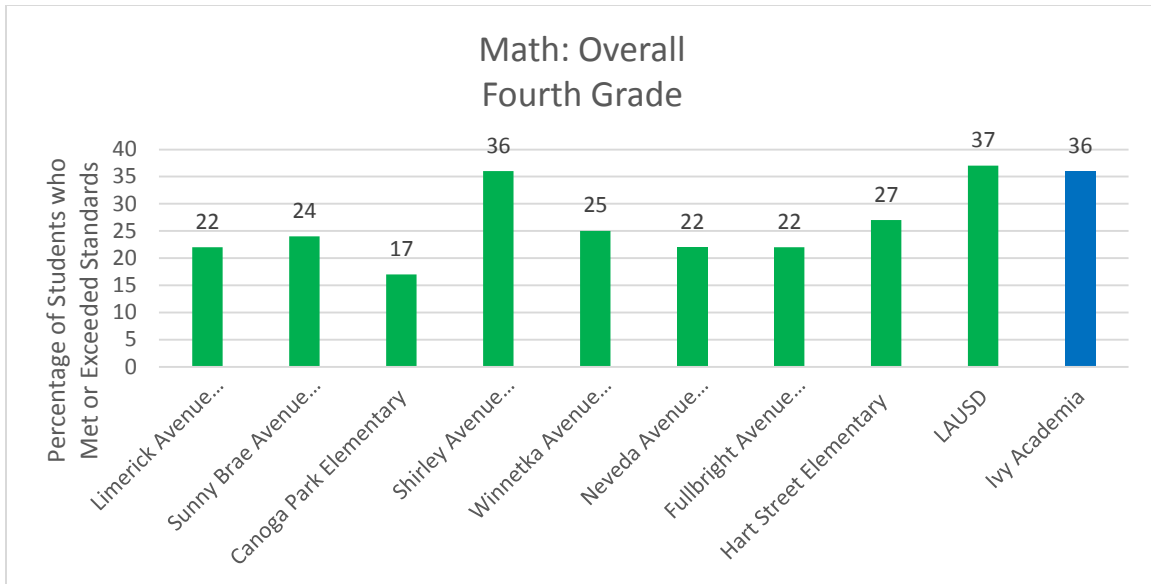
Eleventh grade Ivy Academia high school students demonstrated consistent scores when compared to West San Fernando Valley resident schools.

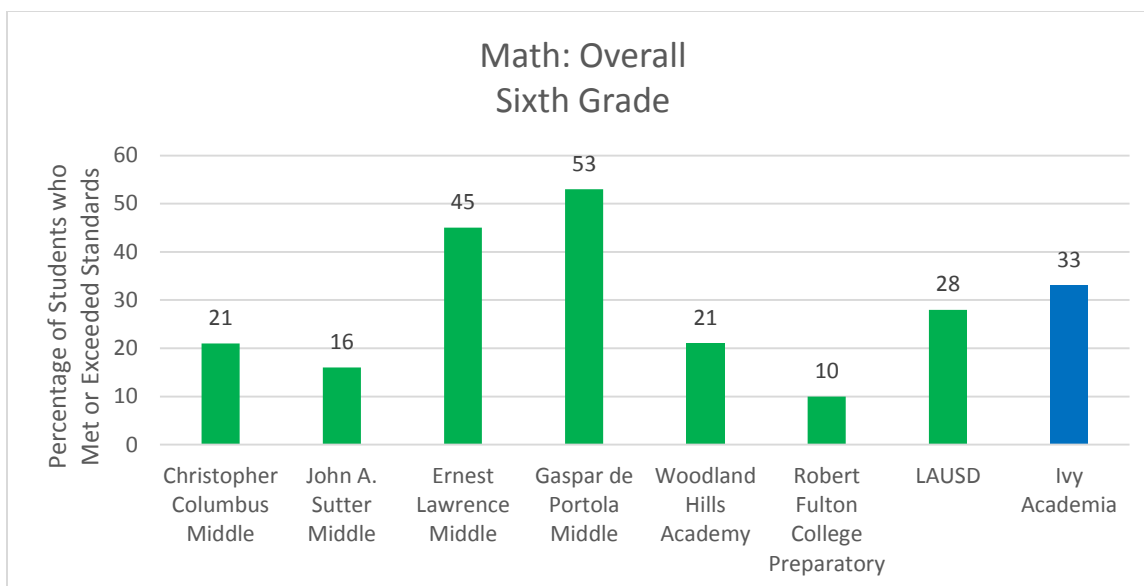


Ivy Academia demonstrated competitive ELA CAASPP student achievement scores among half of the schools of residence.

The following charts illustrate how Ivy Academia elementary students performed on the Math portion of the CAASPP in comparison to their peers at their resident schools.

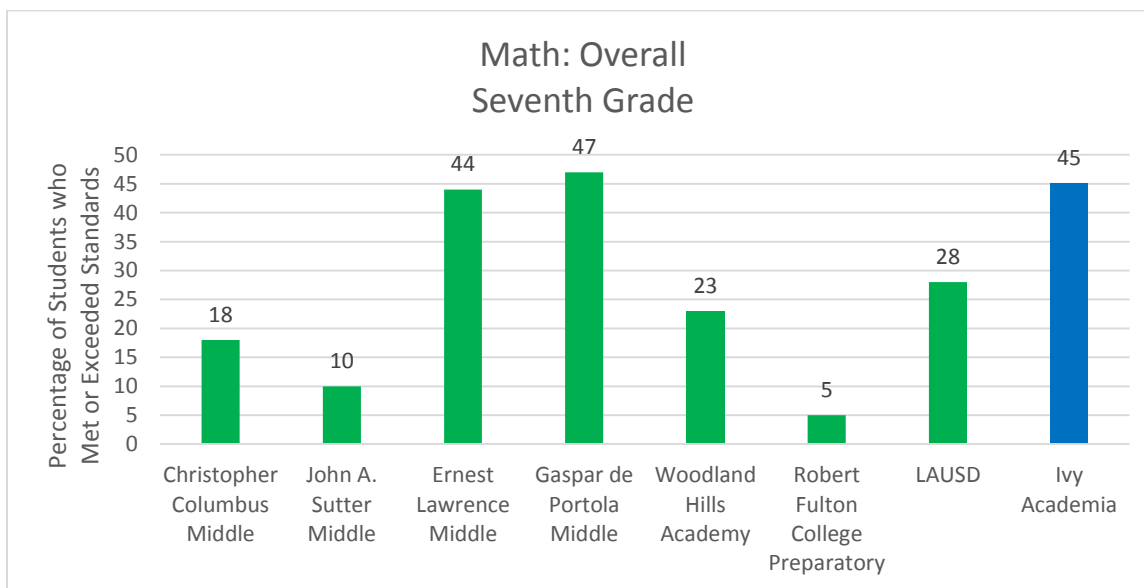


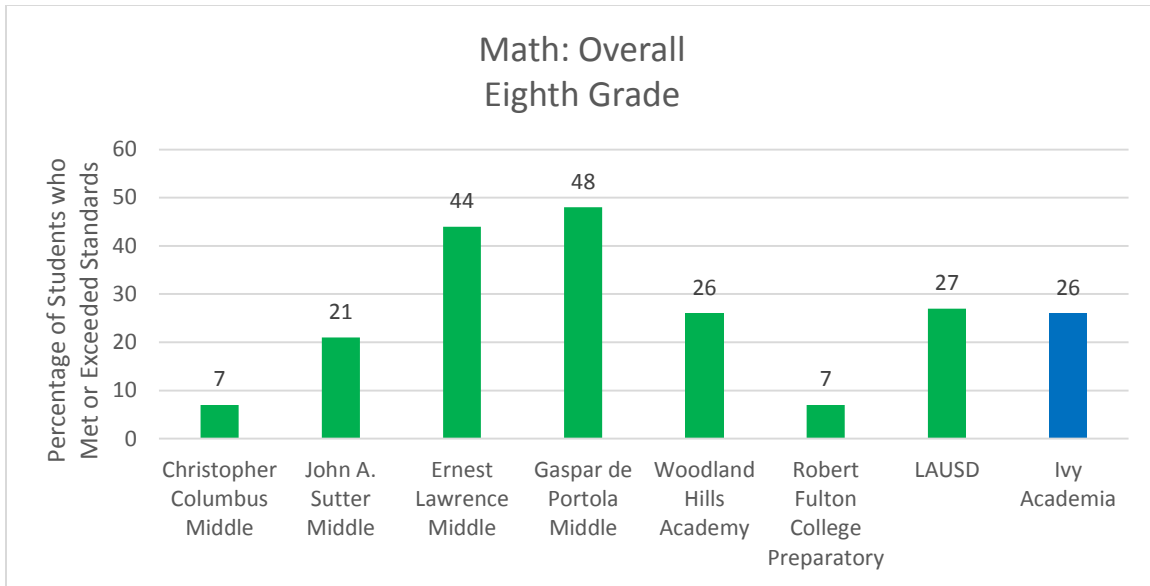




While third and fourth grade students outperformed their peers, fifth and sixth grade students performed within the mean average, when comparing Ivy Academia results on the Math portion of the CAASPP.

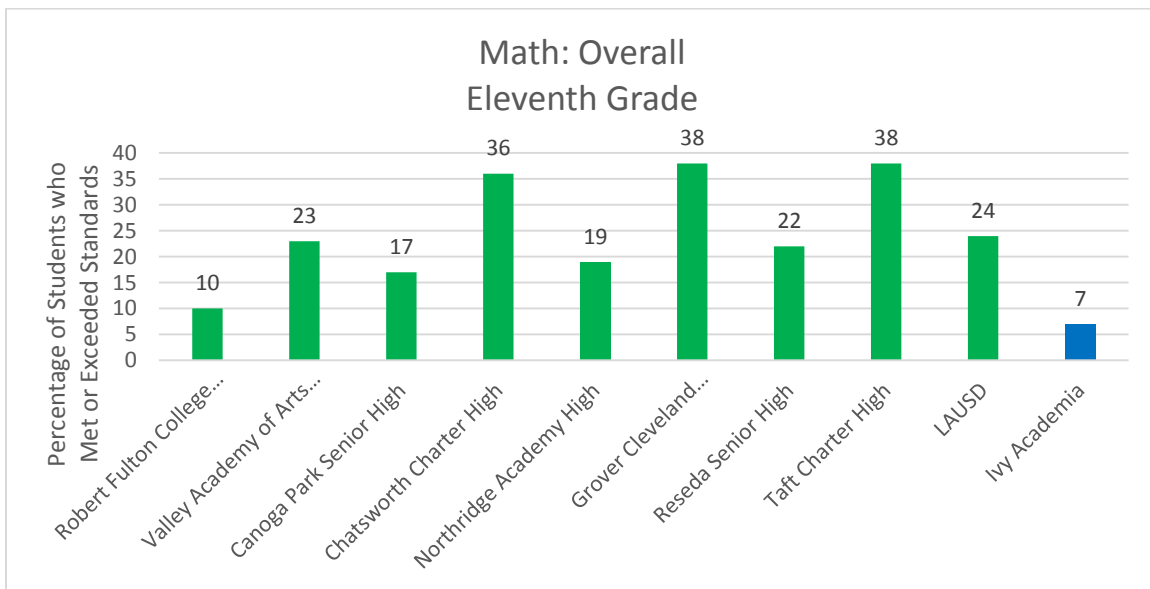
The two charts below compare how Ivy Academia middle school students performed on the Math portion of the CAASPP in comparison to their peers at their resident schools.





Seventh grade students outperformed their peers at the middle school level, when comparing Ivy Academia results on the Math portion of the CAASPP. Eighth grade students performed within the mean average of other schools of residence.

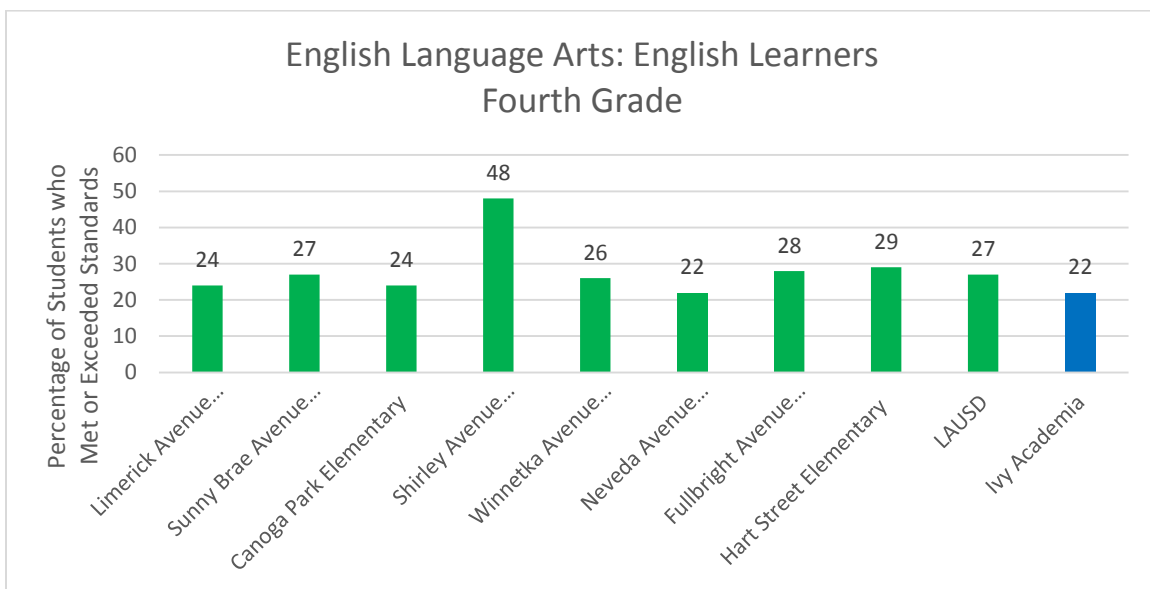
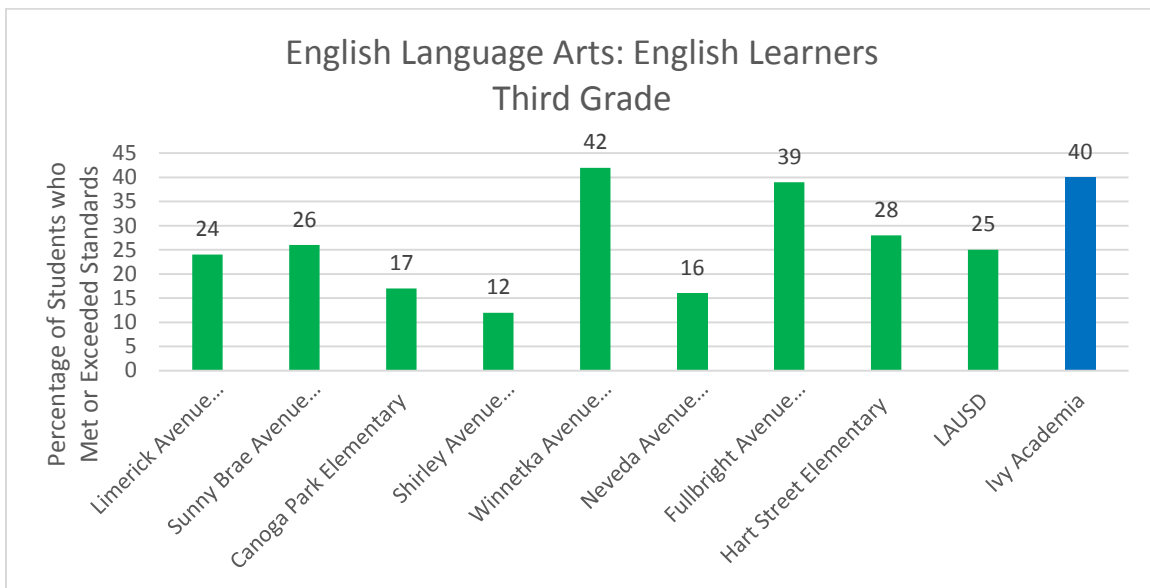
The graph below compares math results on the CAASPP among eleventh grade students.

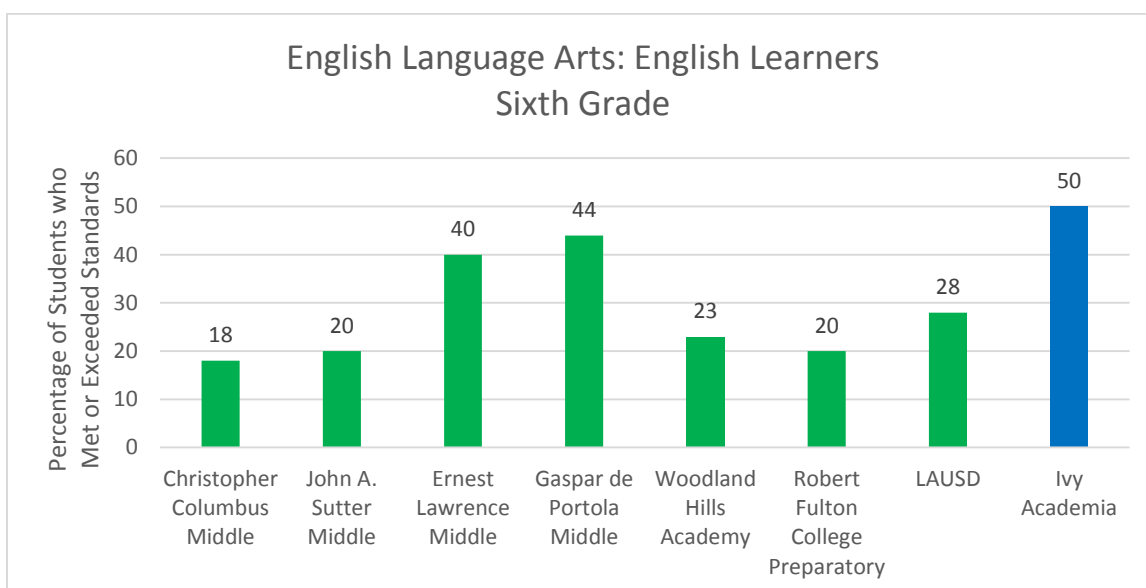
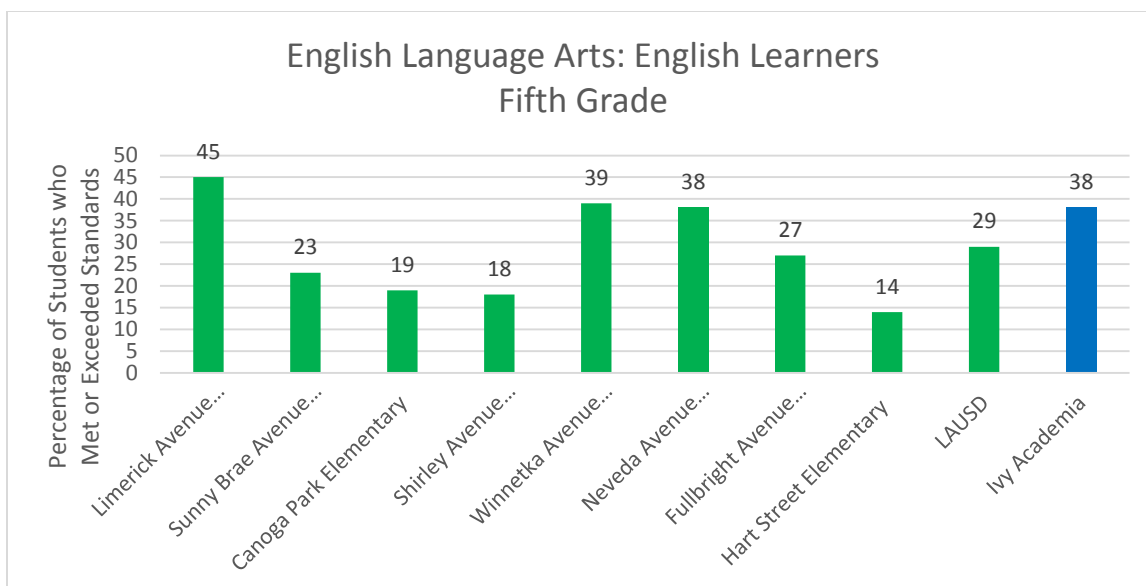


When compared to other schools of residence, juniors scored lower than their peers. Ivy Academia has implemented several strategies to tighten the gap: offer Saturday School to at-risk students; assign students identified at-risk, as per CAASPP results, smaller math classes in an effort to reduce the teacher-student ratio; assign at-risk students Math Lab for their elective to work on math skills related to the Common Core State Standards (“CCSS”); and encourage participation in after-school tutoring sessions. Additionally, math department analysis of individual students showed students were meeting the course standards and expectations of the advanced courses in

which they were enrolled. Due to lack of recent experience with the questioning format and content, there was a deterioration in performance on the grade-level expectation for math standards on which the SBAC test is written. To address this gap, Ivy Academia has adopted the Northwest Evaluation Association (“NWEA”) Measures of Academic Progress (“MAP”) assessment program to gain a more accurate view of student performance and to address individual areas of concern.

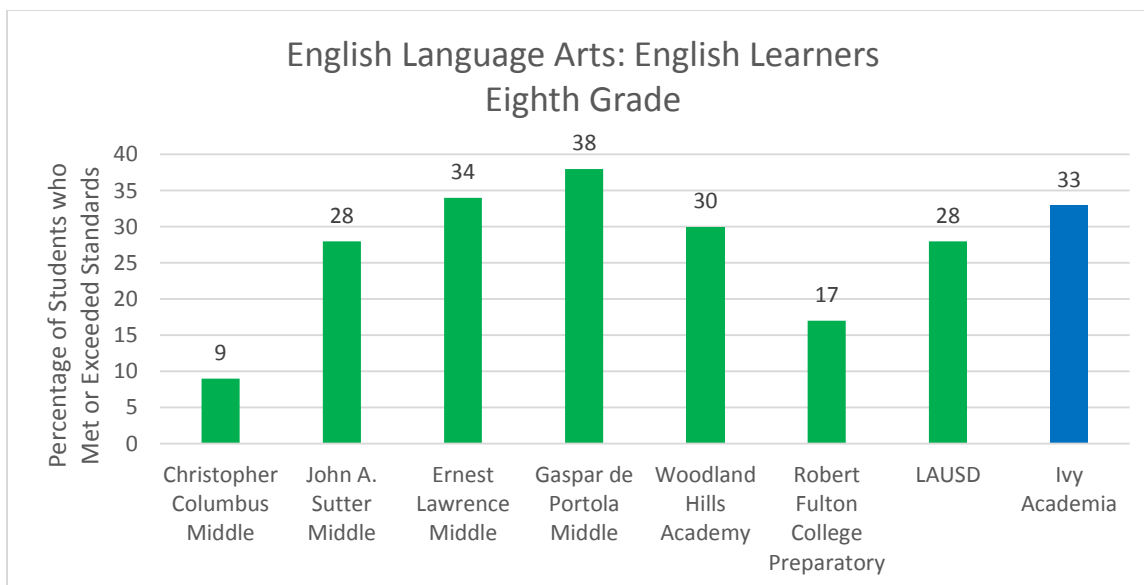
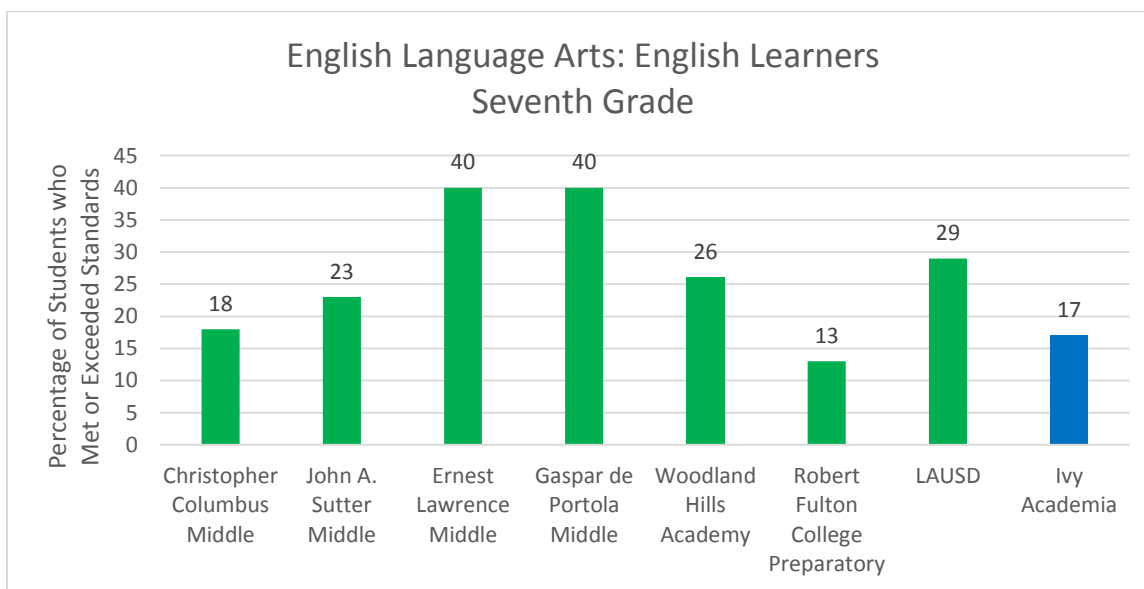
The following graphs outline English Learner (“EL”) performance in Ivy Academia elementary, by grade level, on the ELA portion of the CAASPP in comparison to their peers at their resident schools.





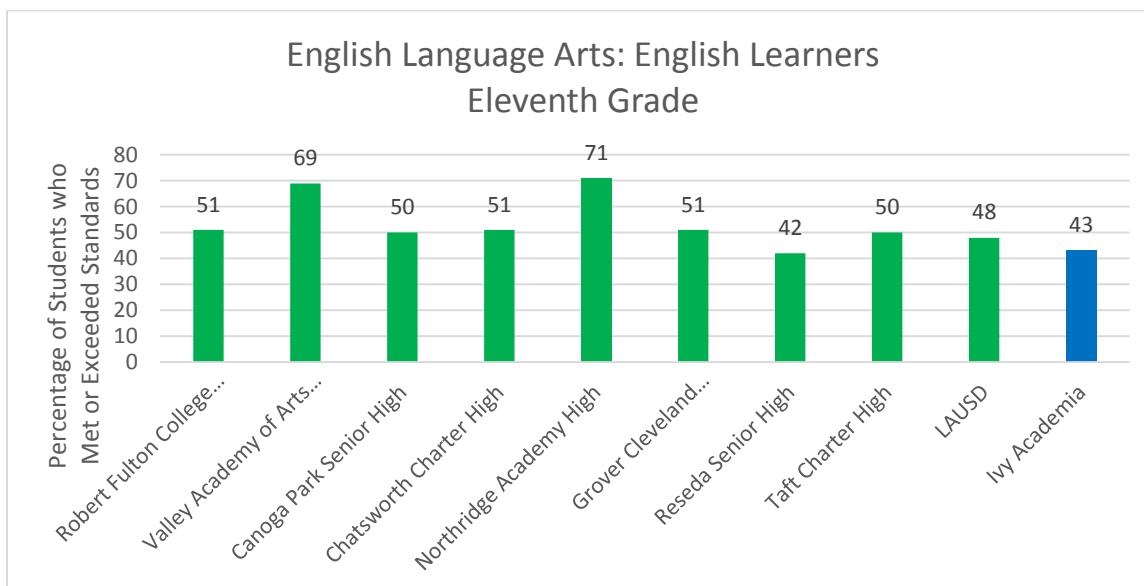
English Learners in grades 3, and 5 outperformed their peers. Students in grade 4 and 6 remained competitive with these same schools. Elementary faculty use Lexia and Achieve 3000 to reduce this academic gap.

The following graphs outline middle school English Learner performance at Ivy Academia, by grade level, on the ELA portion of the CAASPP in comparison to their peers at their resident schools.



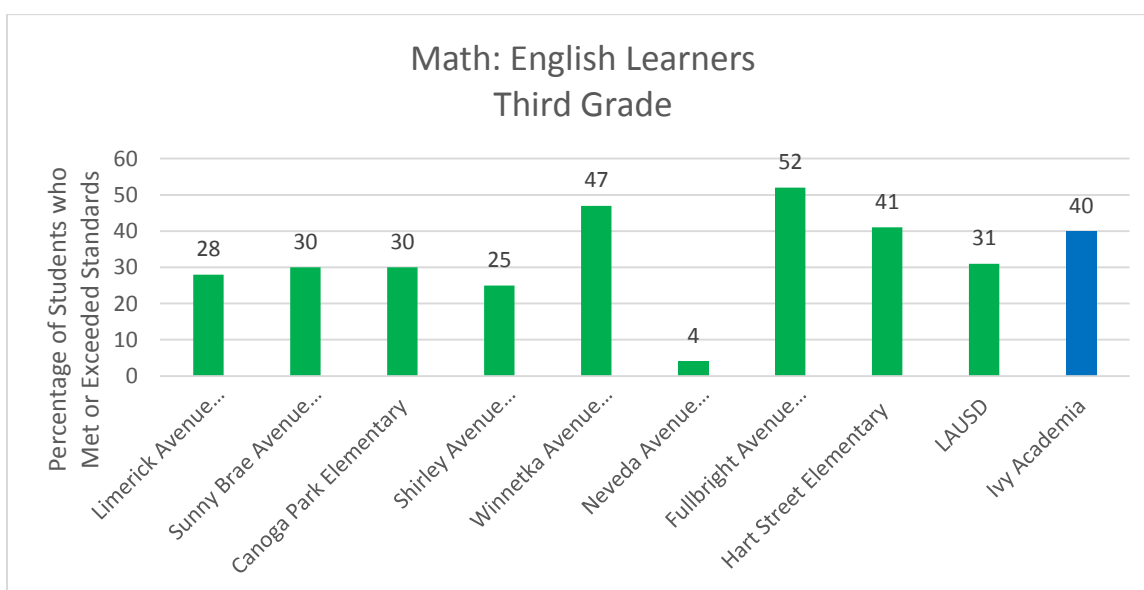
Seventh grade English Learners made fewer gains than eighth grade English Learners. Eighth grade English Learners achieved significant gains in comparison to area resident schools. English Learners identified as academically at-risk are assigned to smaller classes to decrease the teacher-to-student ratio. Further, Teacher Leaders review appropriate SDAIE strategies to better engage students. Identified students are also assigned a lab class where they receive online intervention to build skills that are aligned to the CCSS.

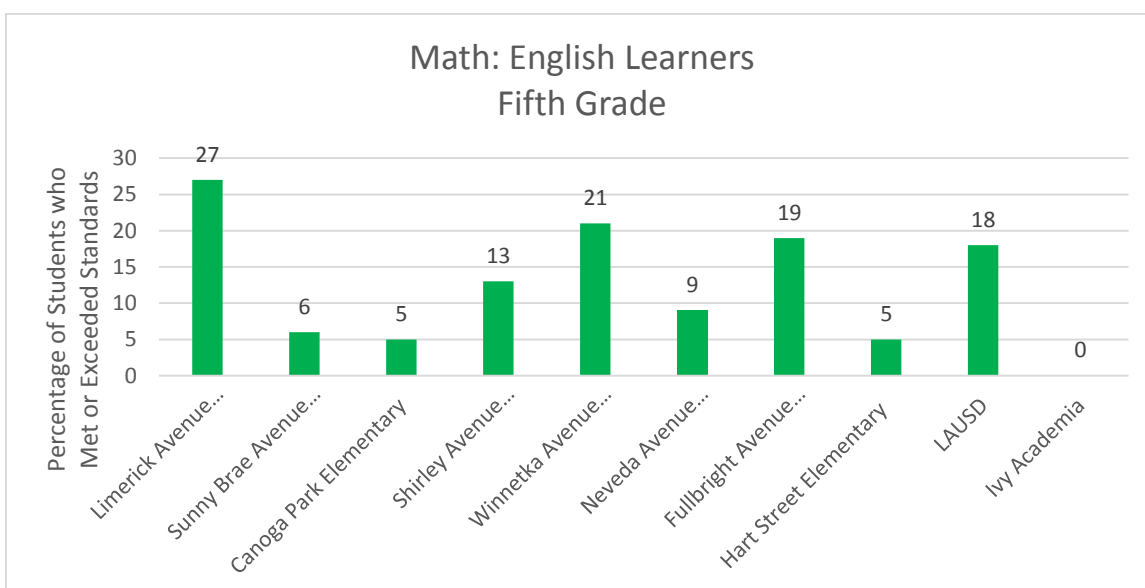
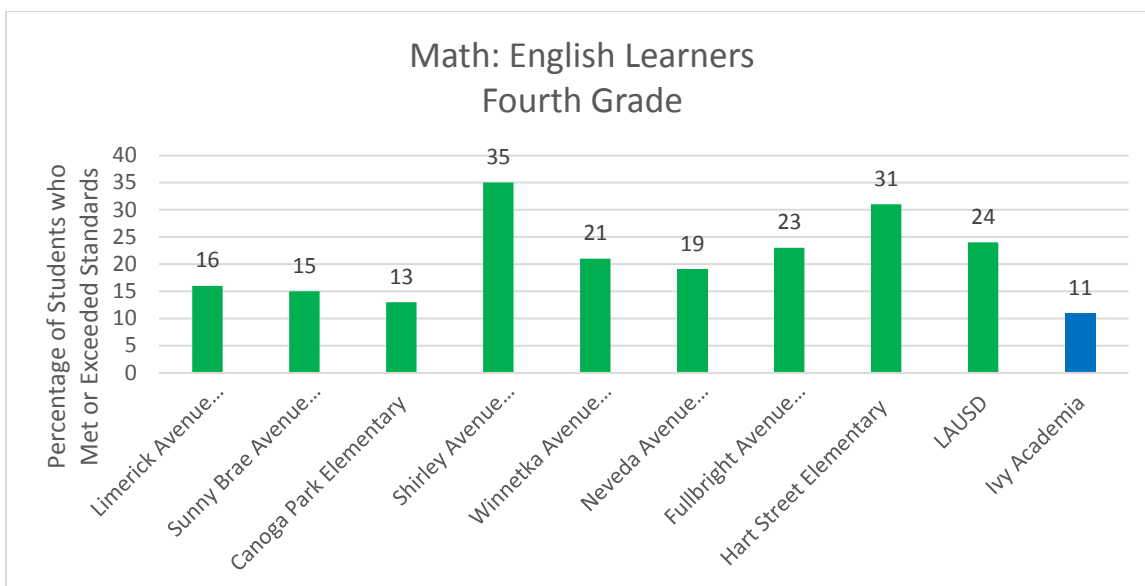
Eleventh grade high school English Learner performance on the ELA portion of the CAASPP in comparison to resident schools is shown below.

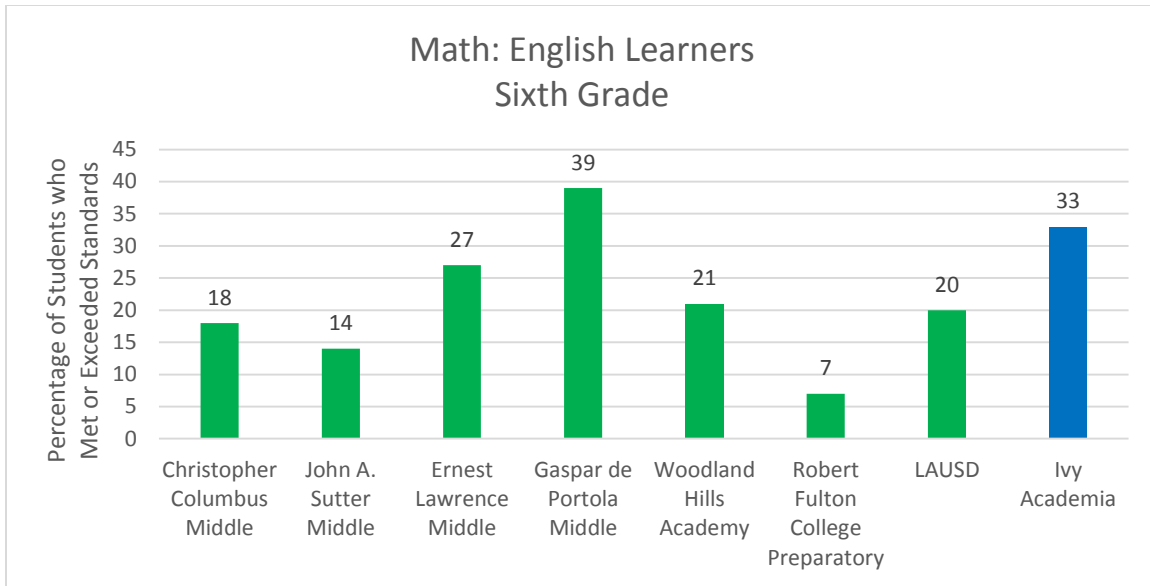


Although scores were less, Eleventh grade English Learners remained competitive among local residential schools. Long Term EL high school students are enrolled in an EL support elective. Students are taught EL strategies, using curriculum borrowed from the Chicano Studies course currently offered, to expand vocabulary and context. Although high school scores are lower than other schools in the graph, Ivy Academia celebrates a greater Reclassification rate, as will be outlined later.

The following graphs outline English Learner performance at Ivy Academia elementary, by grade level, on the Math portion of the CAASPP in comparison to their peers at their resident schools.

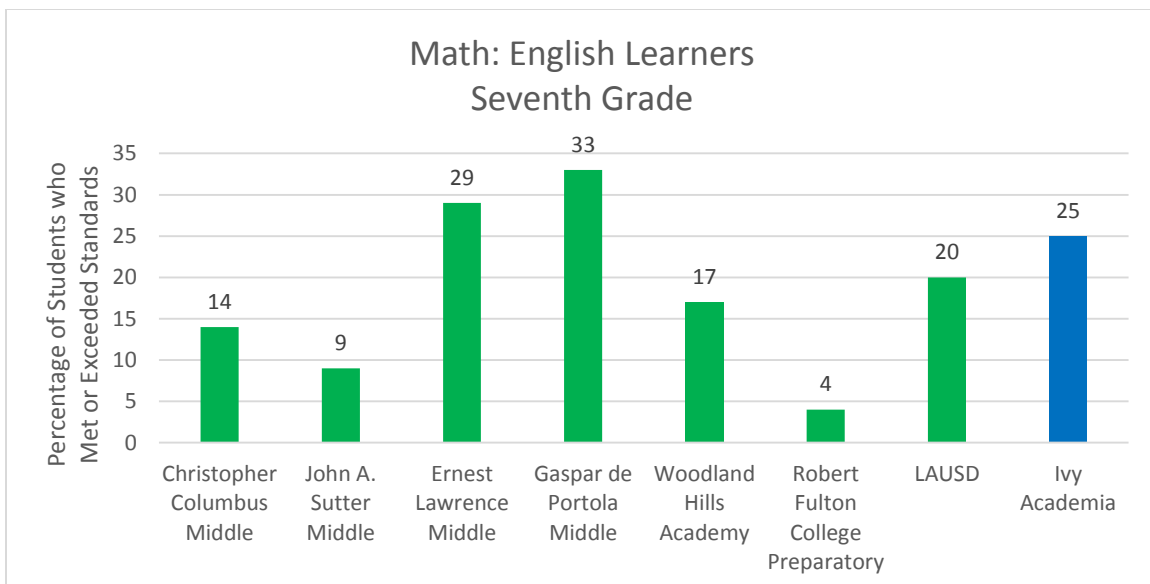


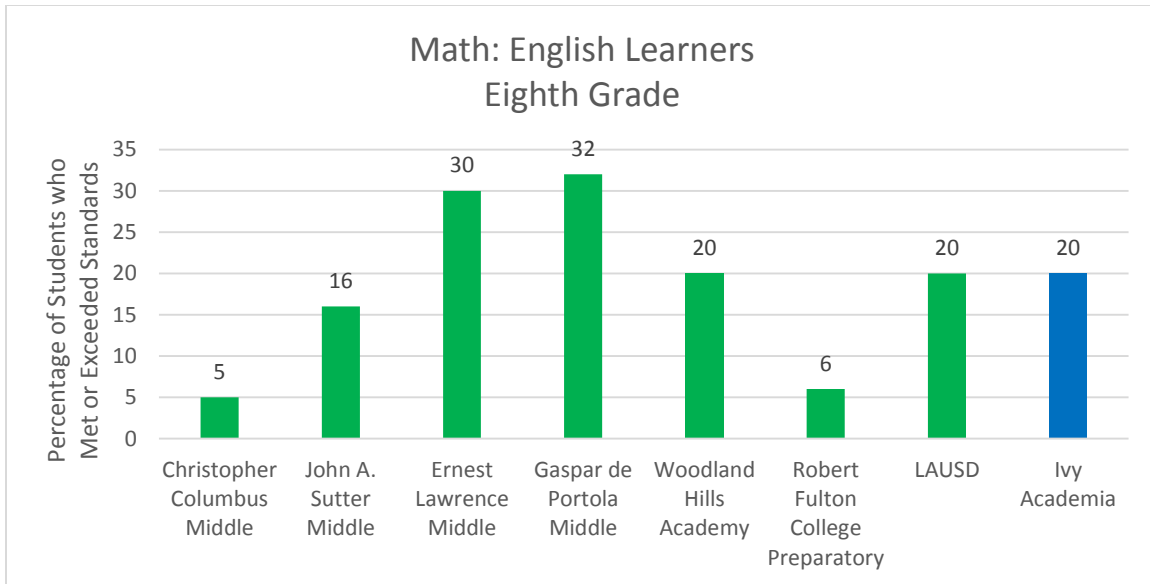




Students in grade 3 remained competitive and grade 6 outperformed most resident schools. English Learners in grades 4 and 5 trailed their peers and interventions were put in place to address and close this gap. One such intervention is the use of iXL, an online math-based enrichment curriculum, used by all Math teachers.

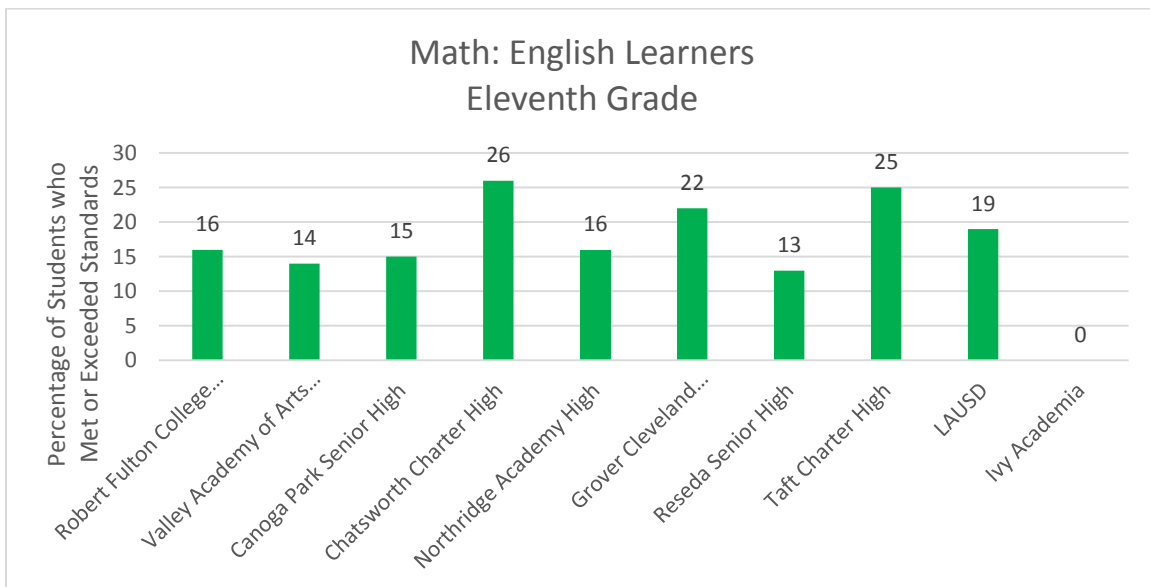
The following graphs outline middle school English Learner performance at Ivy Academia, by grade level, on the Math portion of the CAASPP in comparison to their peers at their resident schools.





As each graph illustrates, EL Ivy middle school students outperformed half of others, but maintained within the median rates in math when compared to their peers at resident schools.

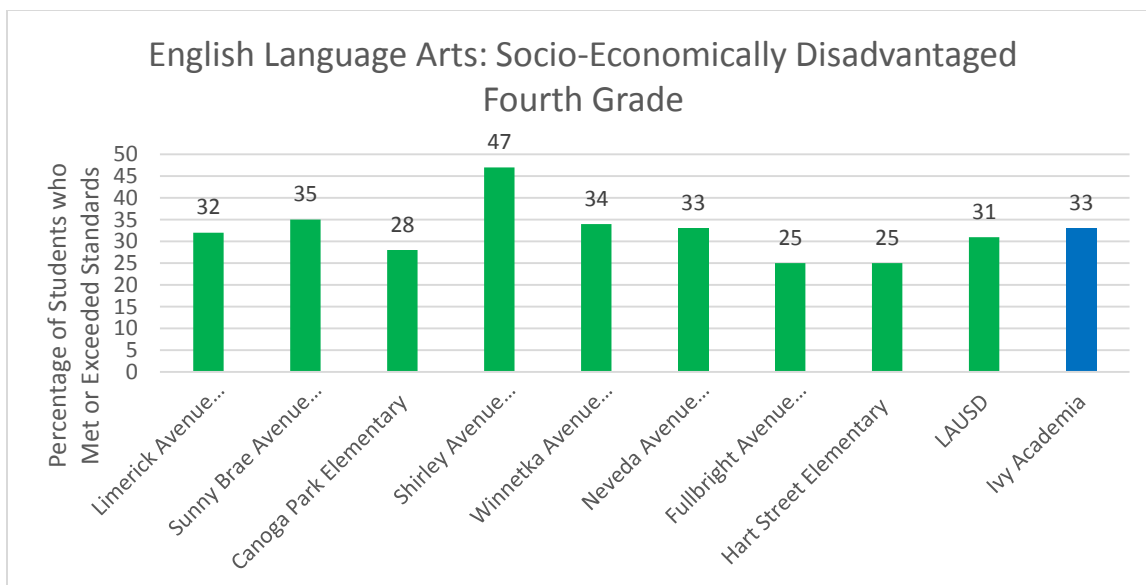
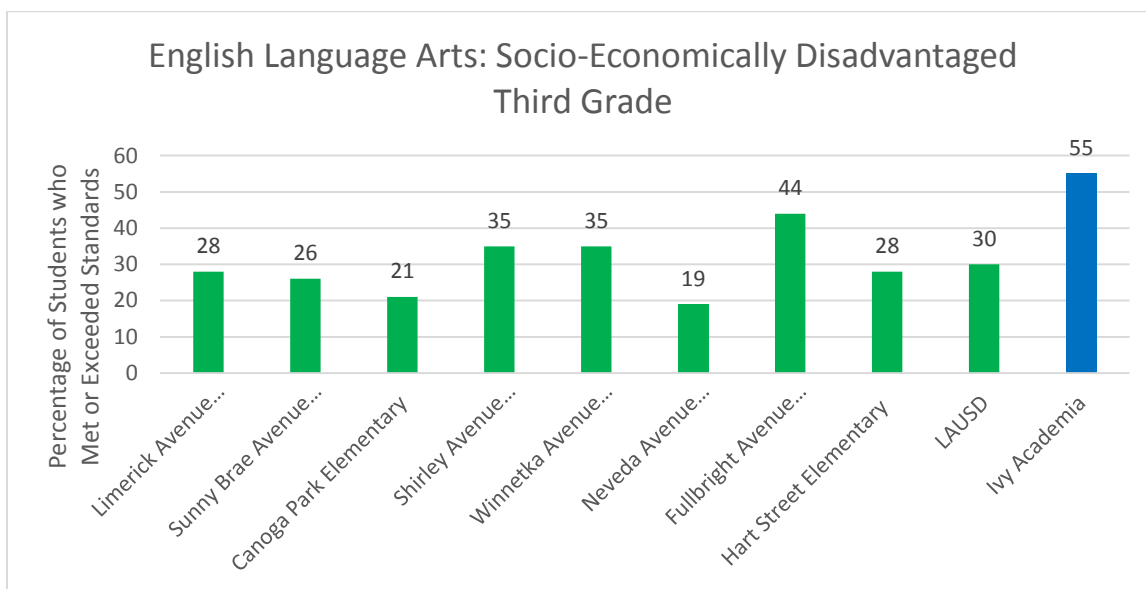
Eleventh grade English Learner performance on the Math portion of the CAASPP in comparison to resident schools is listed below.

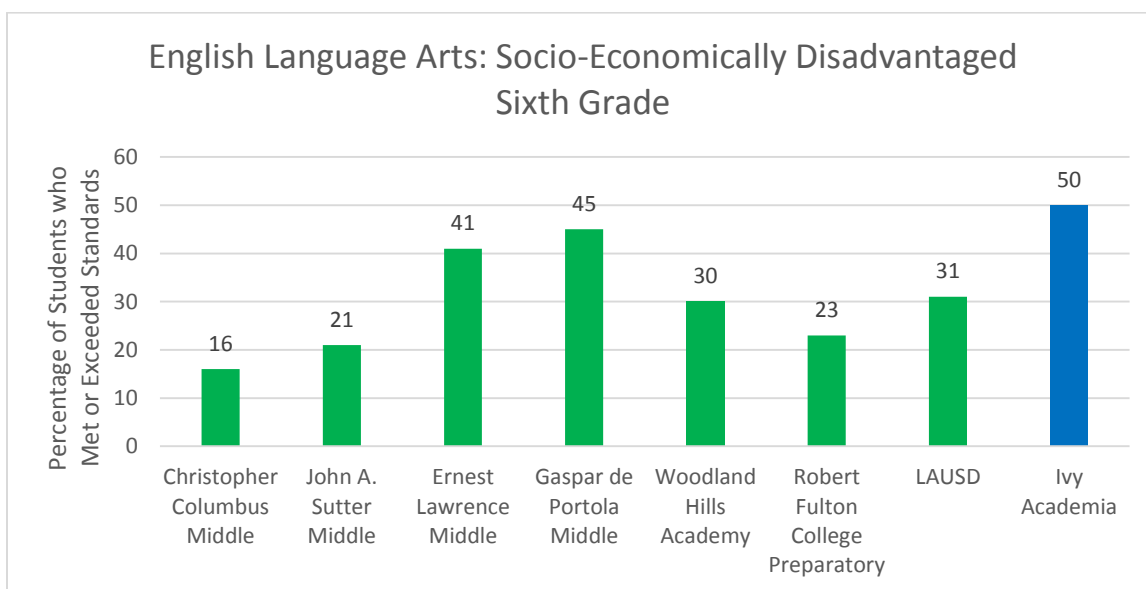
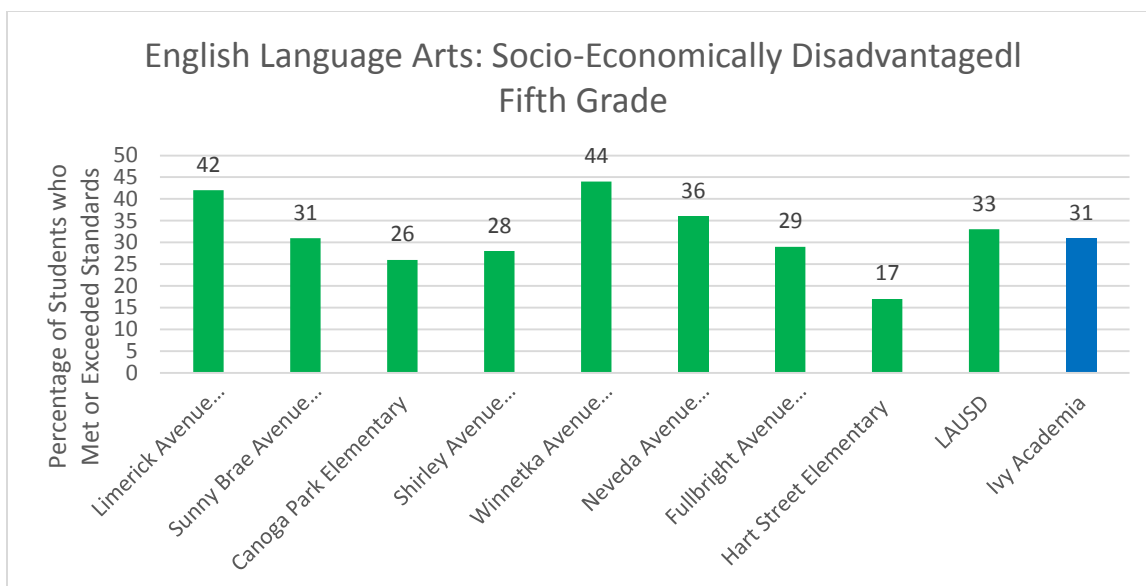


Due to several factors, the data above for Eleventh Grade English Learners is skewed¹.

¹ Ivy Academia can share the unique circumstances of this score with the District privately, in order to protect student privacy rights.

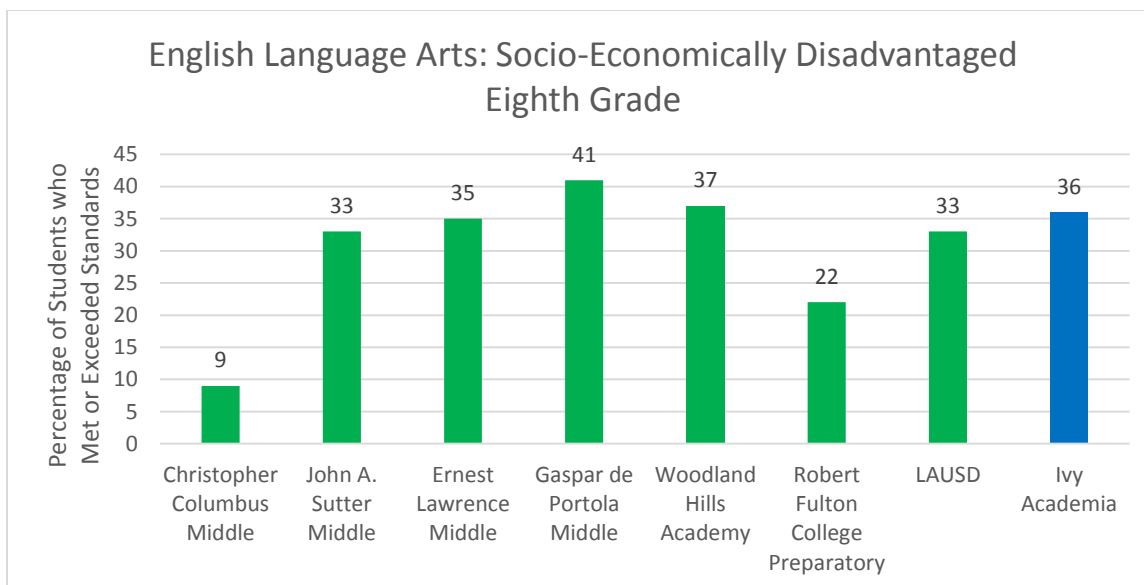
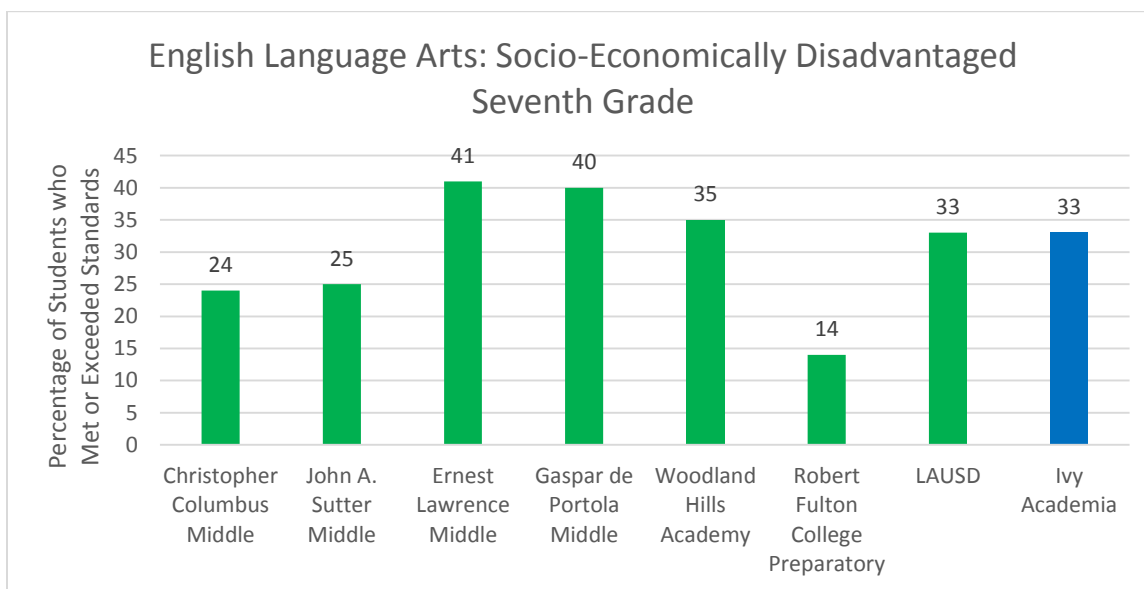
The following graphs outline Socio-Economically Disadvantaged student performance at Ivy Academia elementary, by grade level, on the ELA portion of the CAASPP in comparison to their peers at their resident schools.





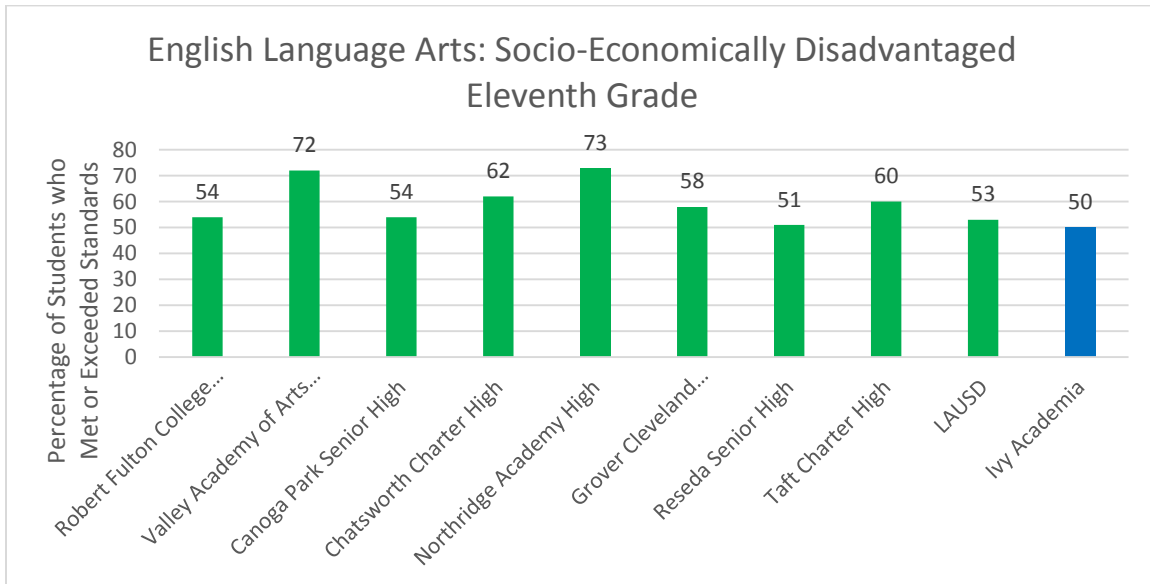
Elementary students who are identified as Socio-Economically Disadvantaged remained competitive with peers at their schools of residence. Grades 5 and 6 outperformed their peers at these same schools.

The following graphs outline middle school performance at Ivy Academia, who are identified as Socio-Economically Disadvantaged, by grade level, on the ELA portion of the CAASPP in comparison to their peers at their resident schools.



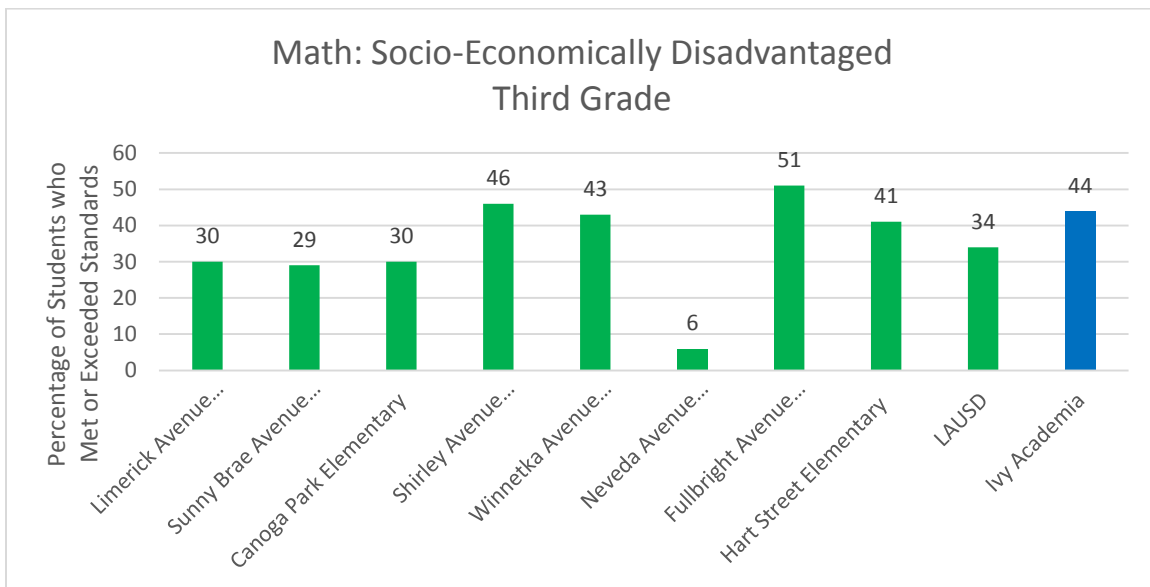
As each graph illustrates, Ivy Academia middle school students made more significant gains in ELA greater than half their peers at their schools of residence.

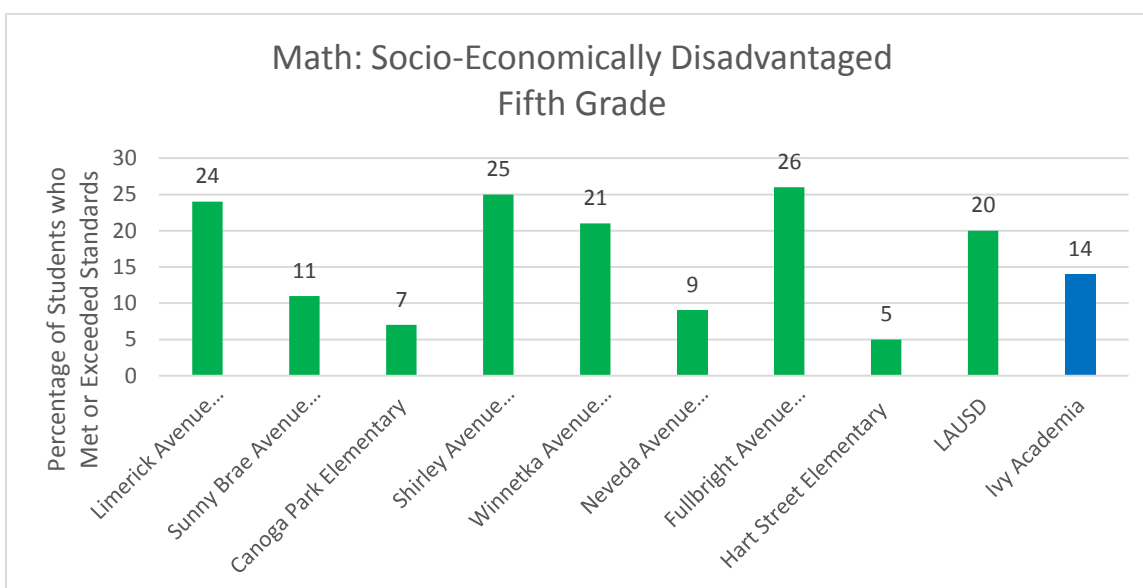
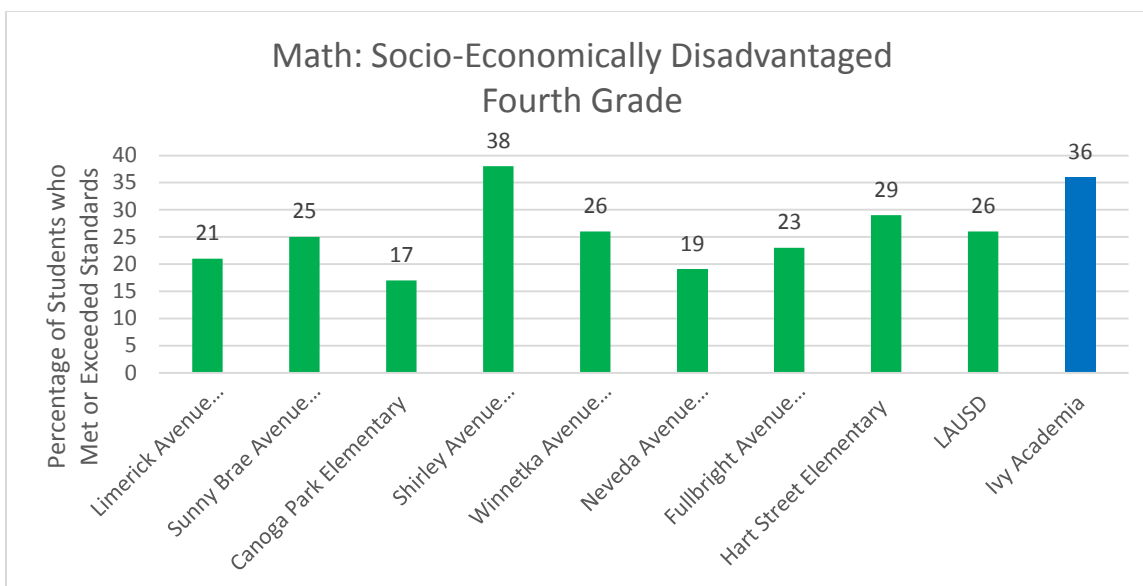
Eleventh grade student performance, who were identified as Socio-Economically Disadvantaged, on the ELA portion of the CAASPP in comparison to resident schools is listed below.

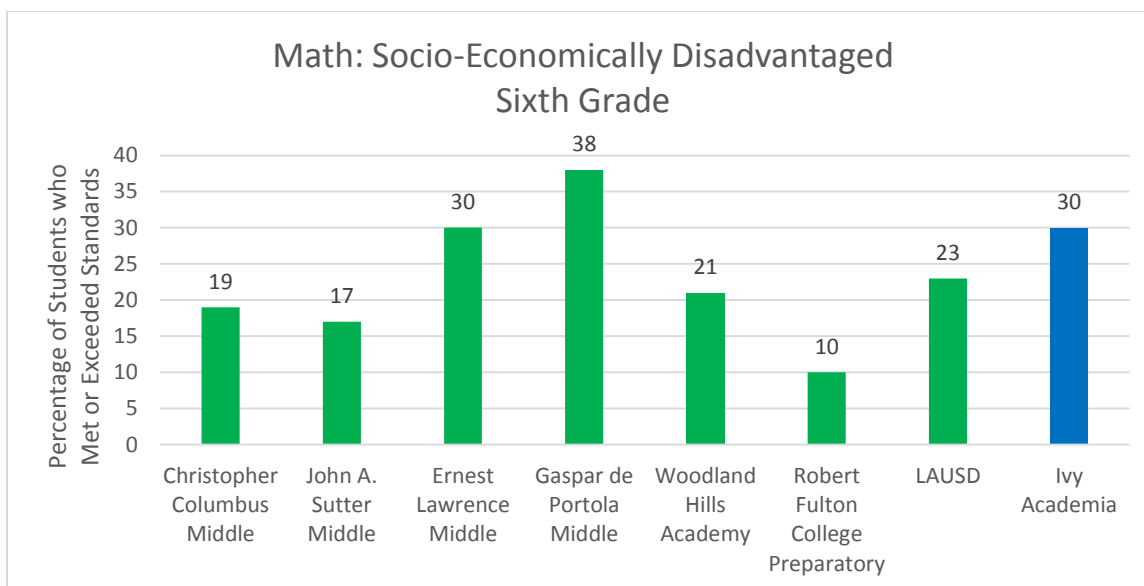


Although eleventh grade students, identified as Socio-Economically Disadvantaged, performed lower than peers at schools of residence, eleventh grade students in this subgroup scored within the mean average with schools in the area.

The following graphs outline Socio-Economically Disadvantaged student performance at Ivy Academia elementary, by grade level, on the Math portion of the CAASPP in comparison to their peers at their resident schools.

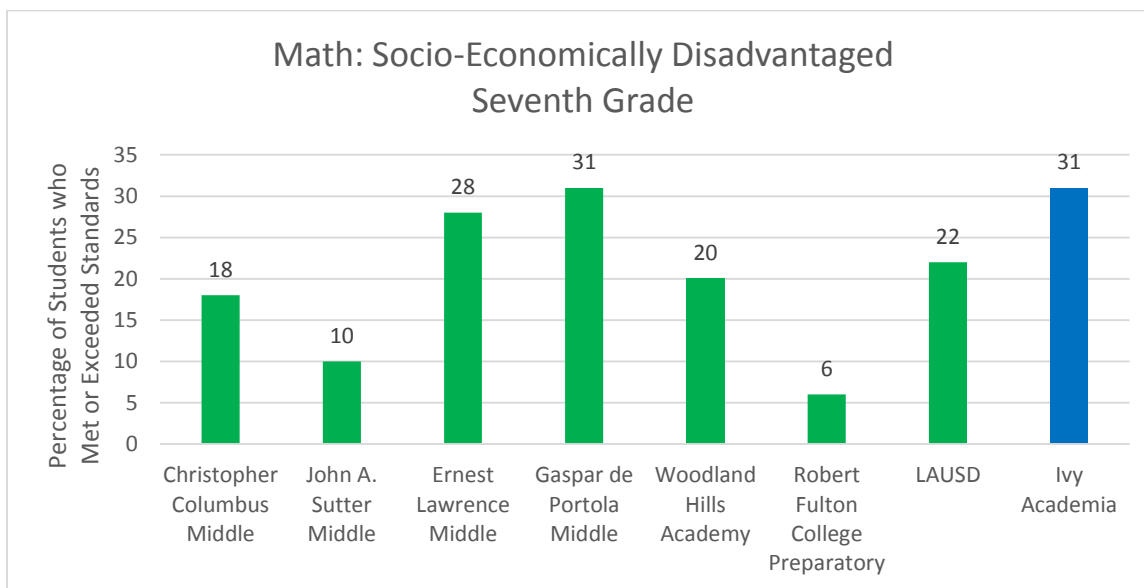


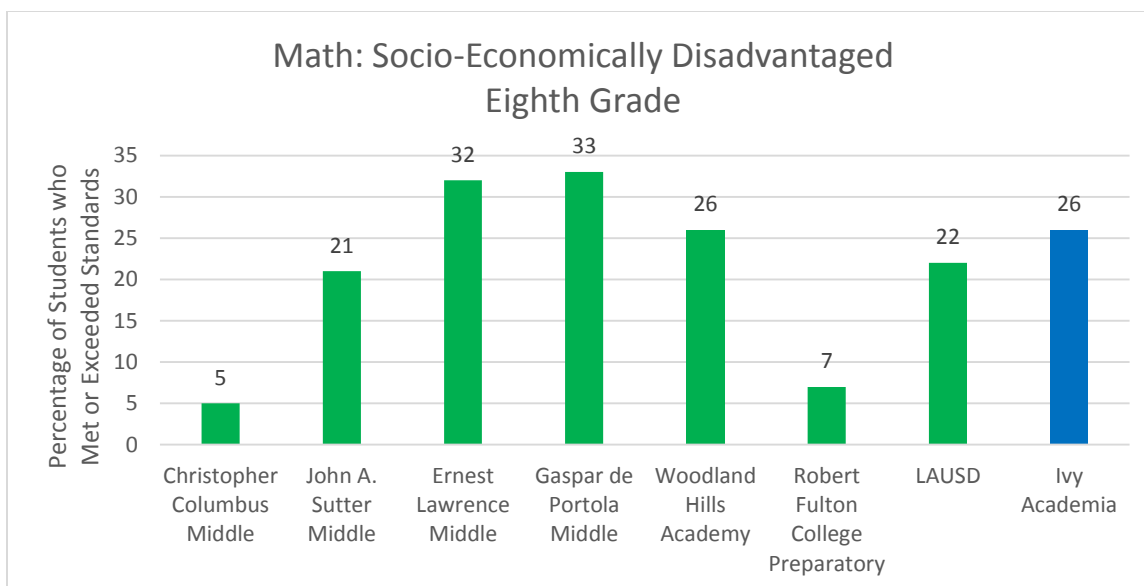




All grades 3, 4, 5, and 6 students identified as Socio-Economically Disadvantaged outperformed half of their resident schools. These grades scored just above the mean average.

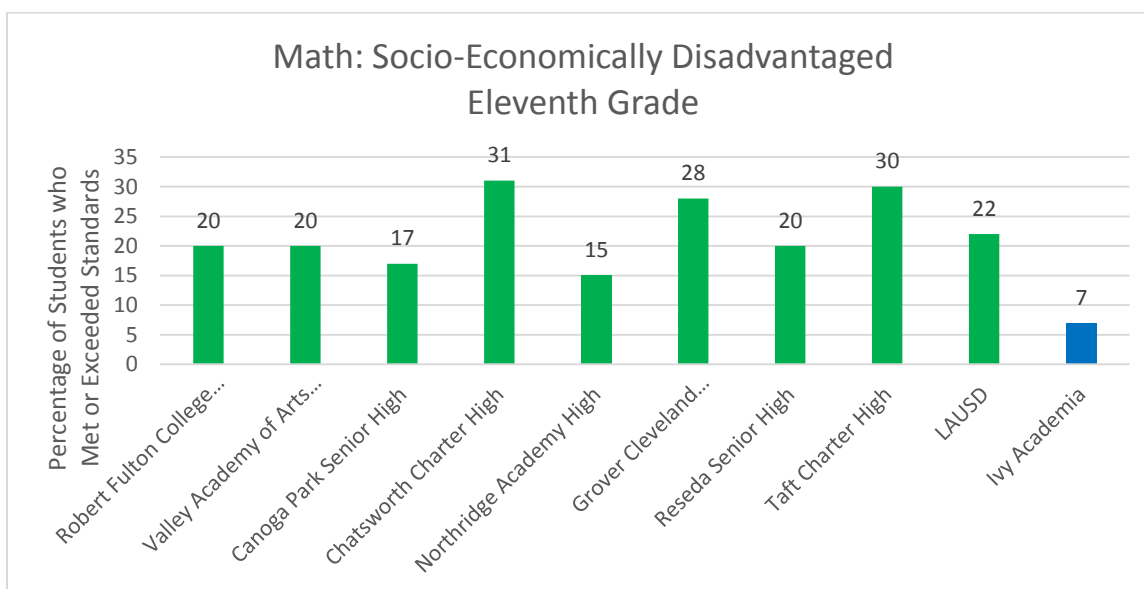
The following graphs outline middle school performance for students identified as Socio-Economically Disadvantaged at Ivy Academia, by grade-level, on the Math portion of the CAASPP in comparison to their peers at their resident schools.





As each graph illustrates, Ivy Academia middle school students outperformed overall LAUSD middle schools in math. Grade 7 students outperformed their peers at their schools of residence.

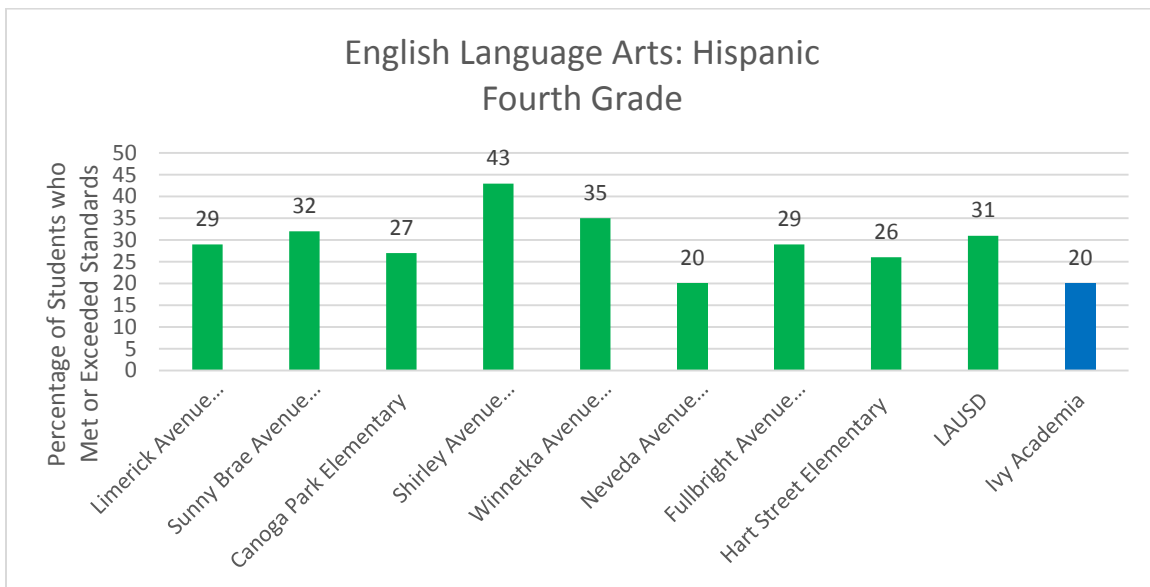
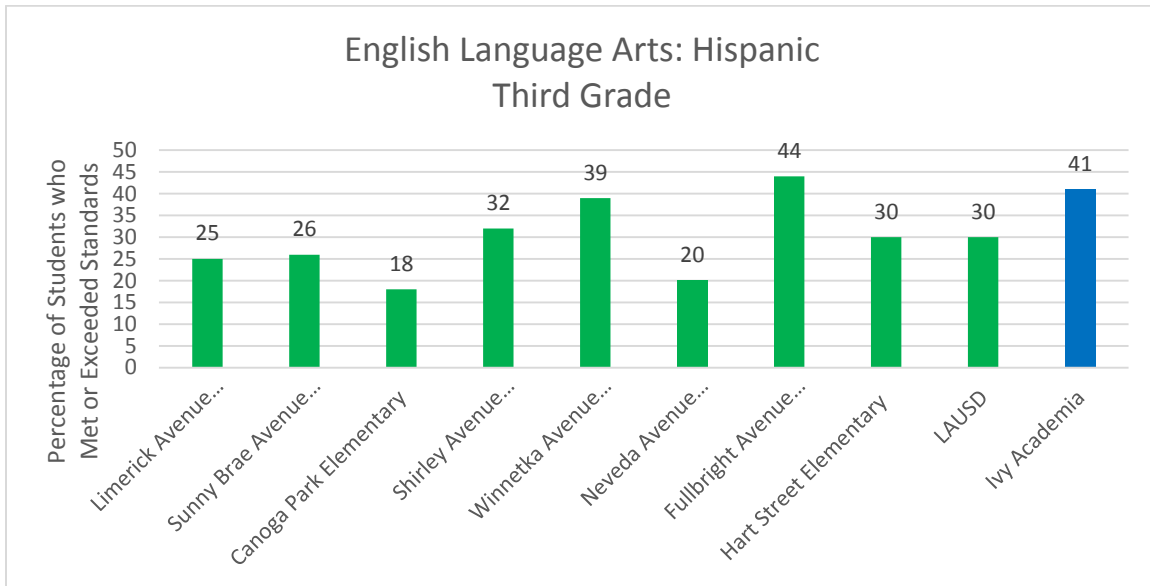
Eleventh grade students, identified as Socio-Economically Disadvantaged, performance on the Math portion of the CAASPP in comparison to resident schools is listed below.

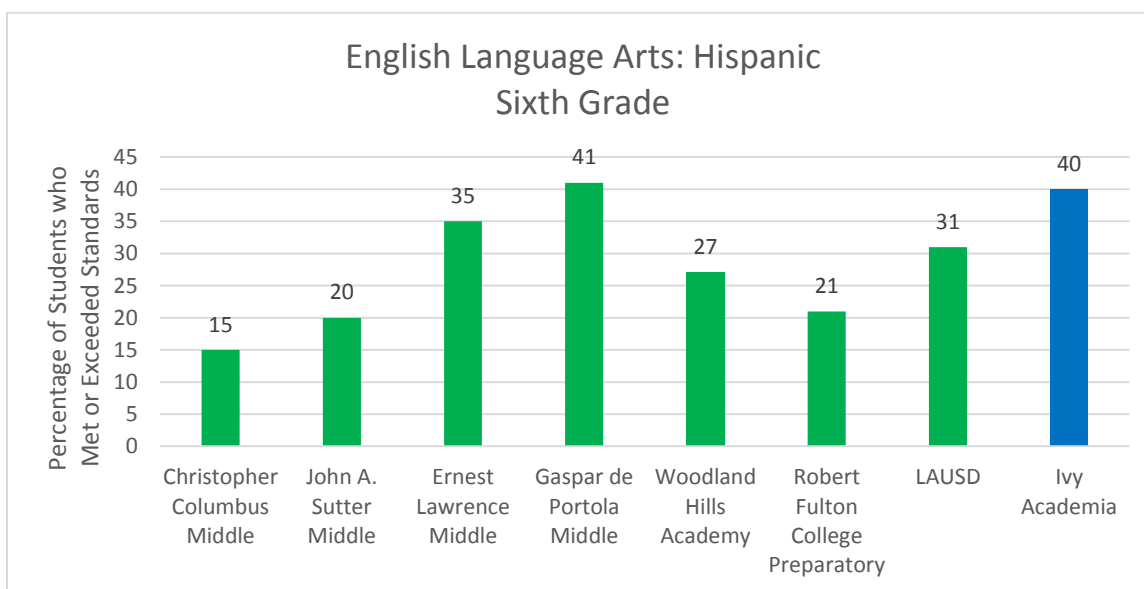
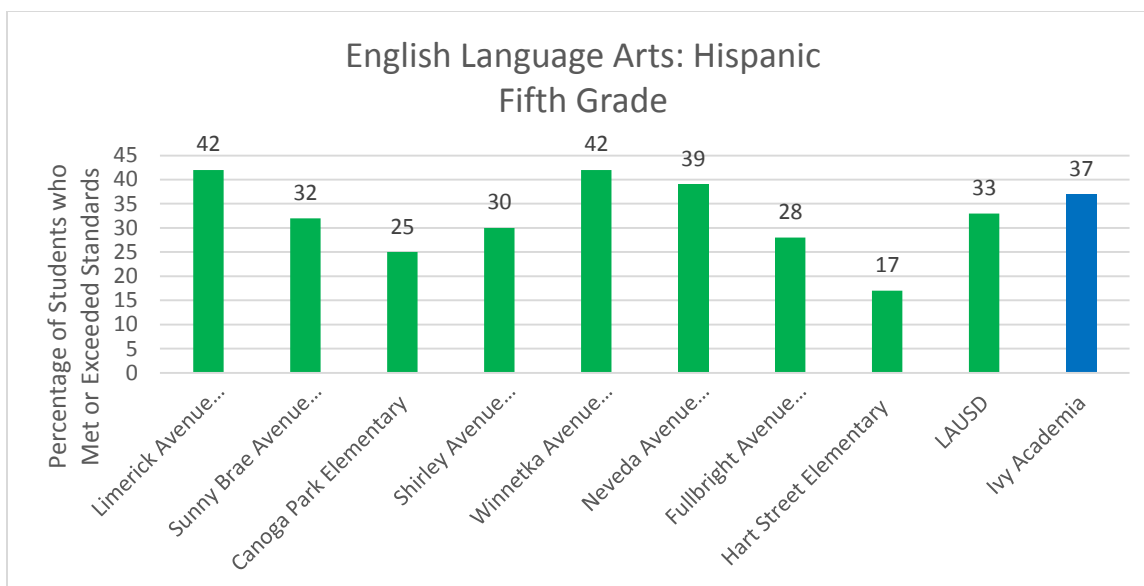


Eleventh grade students performed significantly lower than their peers. Students who took the exam were impacted by high teacher turnover in math. Ivy Academia has recently adopted NWEA, an online benchmark assessment program that is aligned with the CCSS in order to identify student performance gaps with greater accuracy and specificity.

The only significant ethnic subgroup that is effectively represented among Ivy Academia and schools of residence is Hispanic/Latino. As a result, meaningful data cannot be disaggregated to truly reflect other ethnicities.

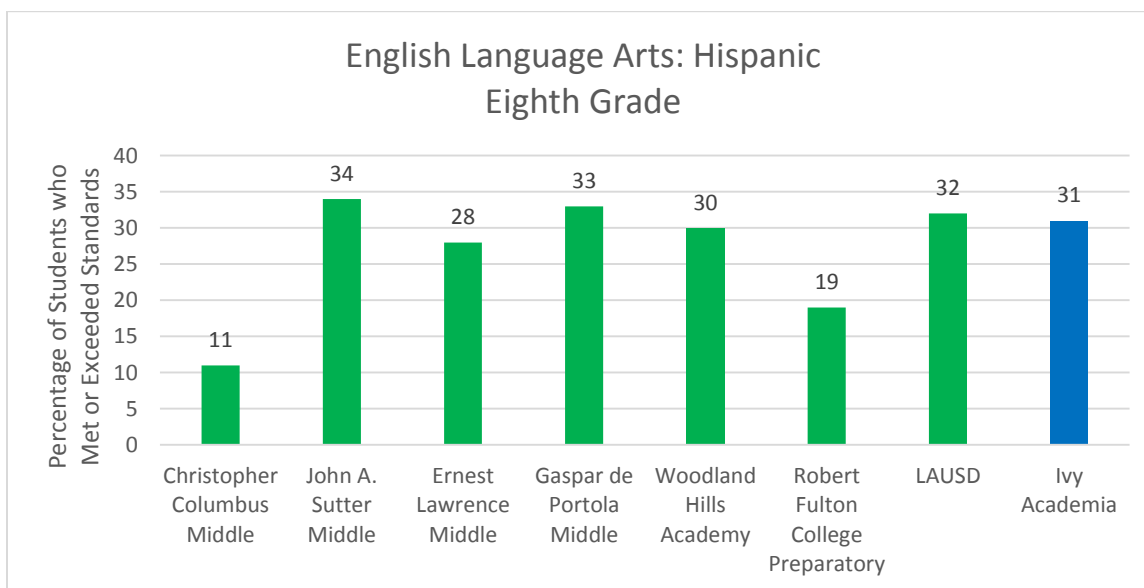
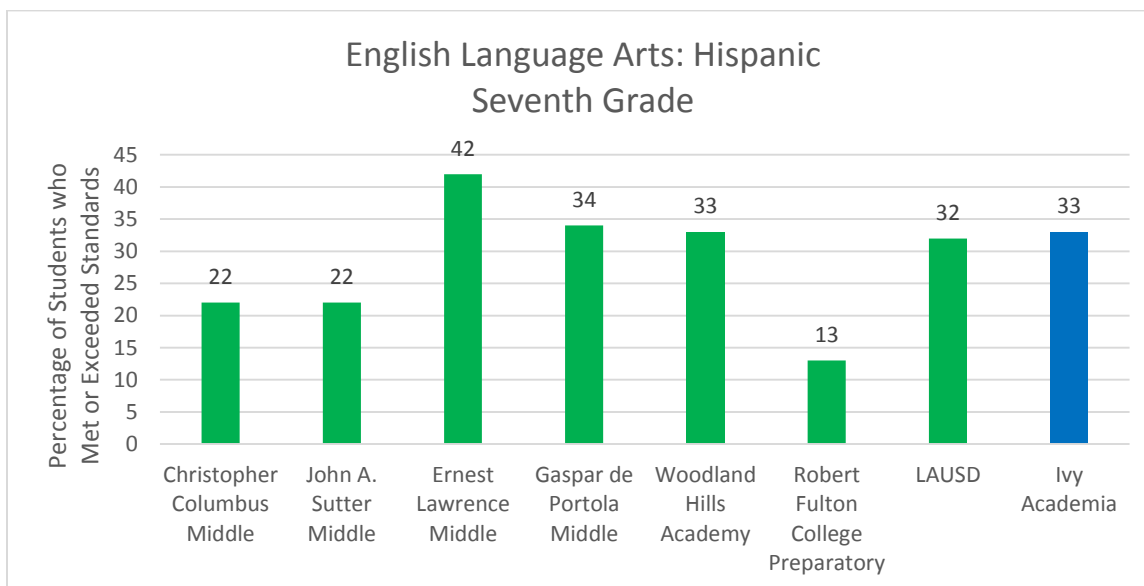
The following graphs outline Hispanic student performance at Ivy Academia elementary, by grade level, on the ELA portion of the CAASPP in comparison to their peers at their resident schools.





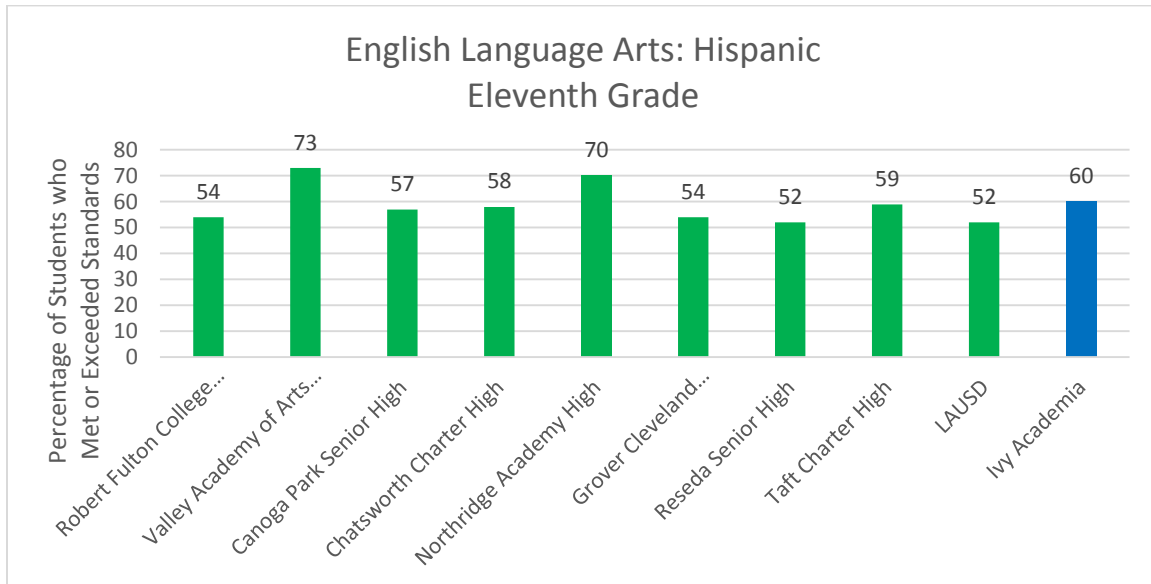
Hispanic elementary students in grades 3 and 6 outperformed many of their peers, while grade 5 students remained competitive. Grade 4 students demonstrated less proficiency than their peers at schools of residence. Elementary faculty use Lexia and Achieve 3000 to reduce this academic gap.

The following graphs reflect Hispanic middle school student performance on the ELA portion of the CAASPP.



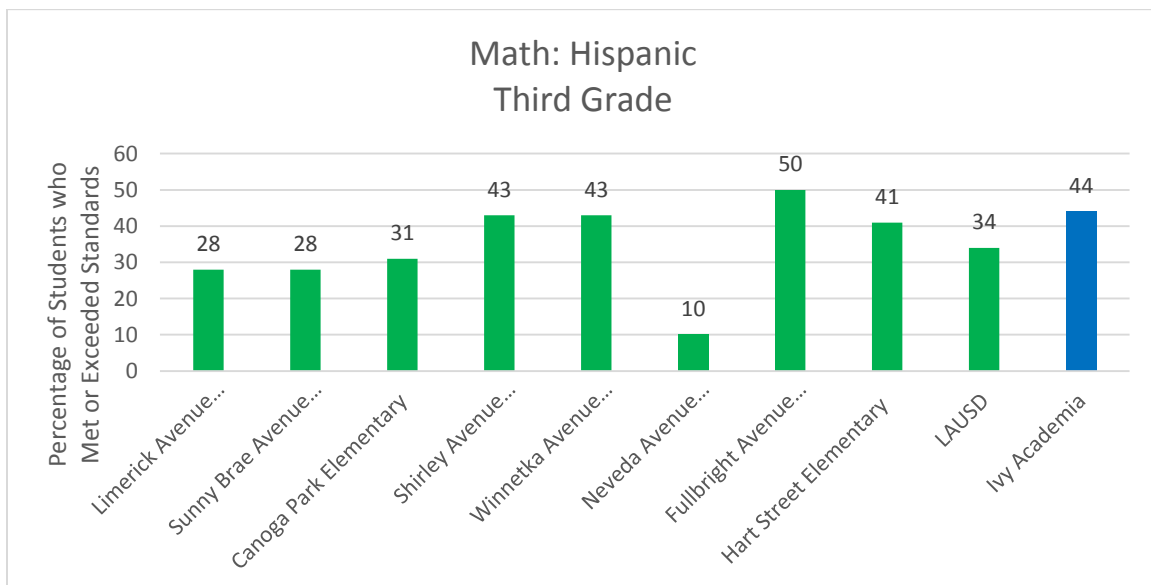
It is evident that middle school student achievement scores were strong. Student results remain competitive in comparison to other neighboring schools of residence.

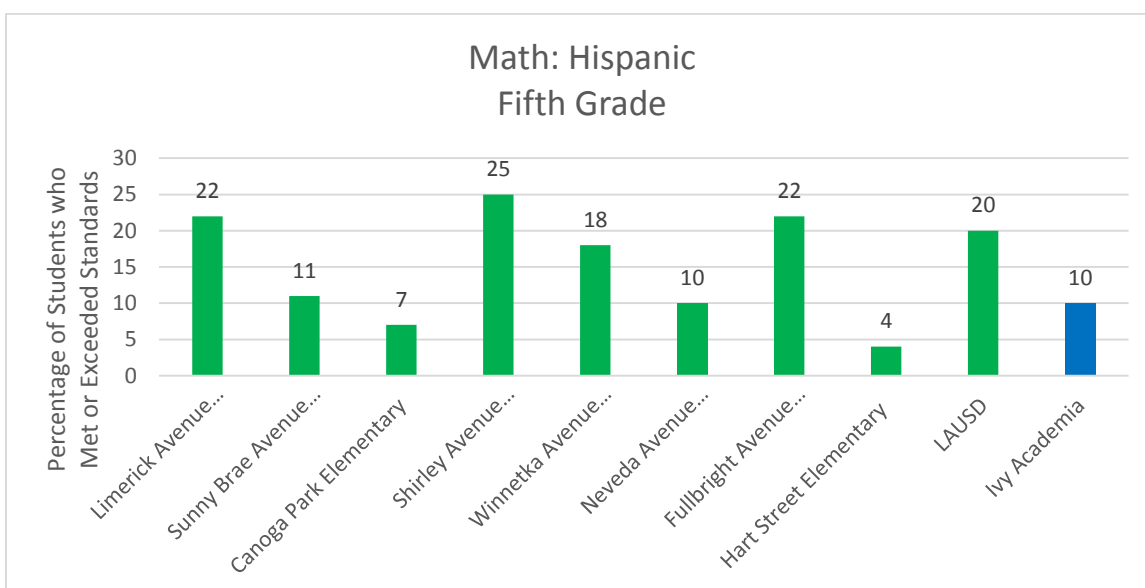
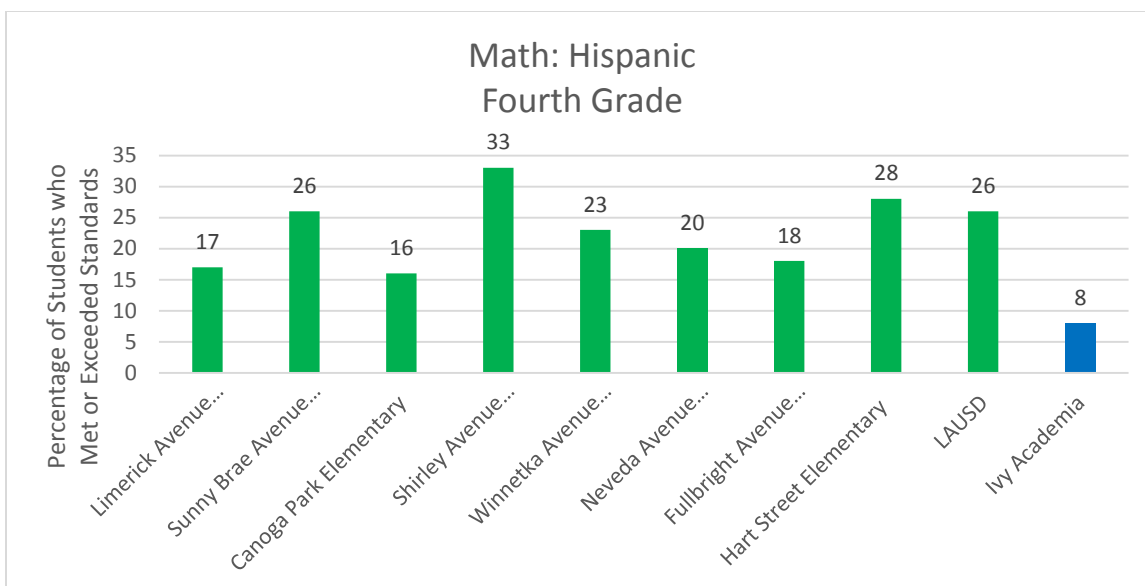
The following graph reflects Hispanic eleventh grade student performance on the ELA portion of the CAASPP.

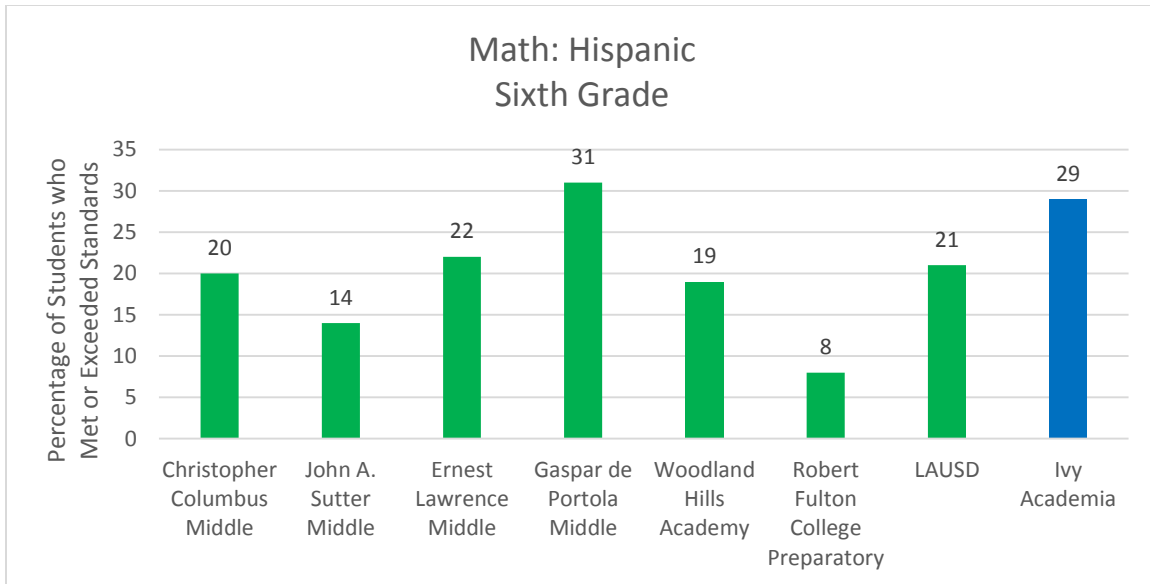


Eleventh grade students outperformed most peers at their neighboring schools of residence.

The following graphs outline Hispanic student performance at Ivy Academia elementary, by grade-level, on the Math portion of the CAASPP in comparison to their peers at their resident schools.

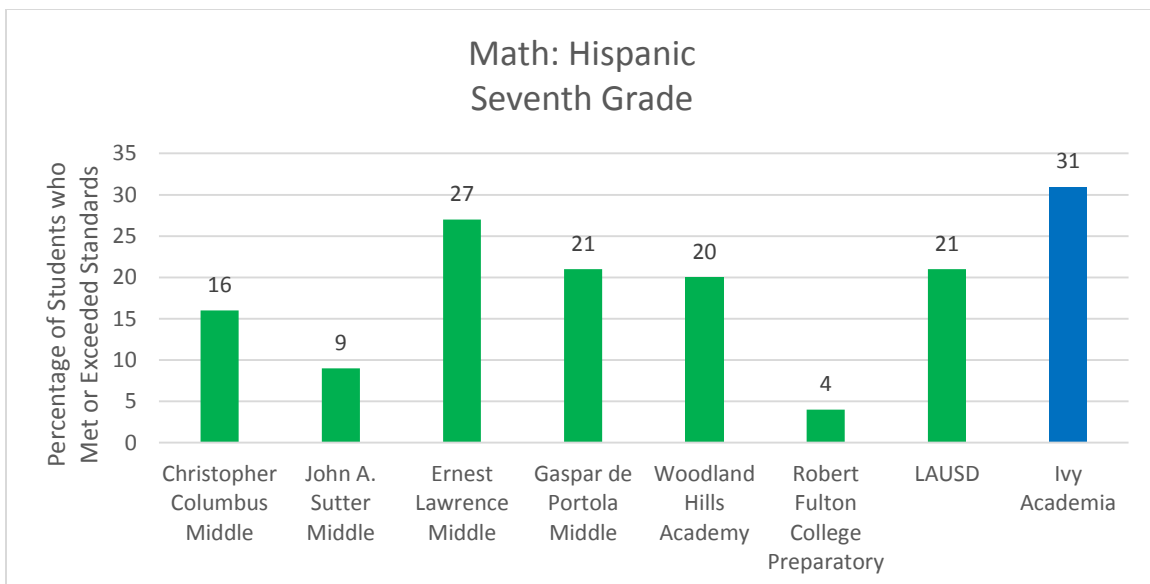


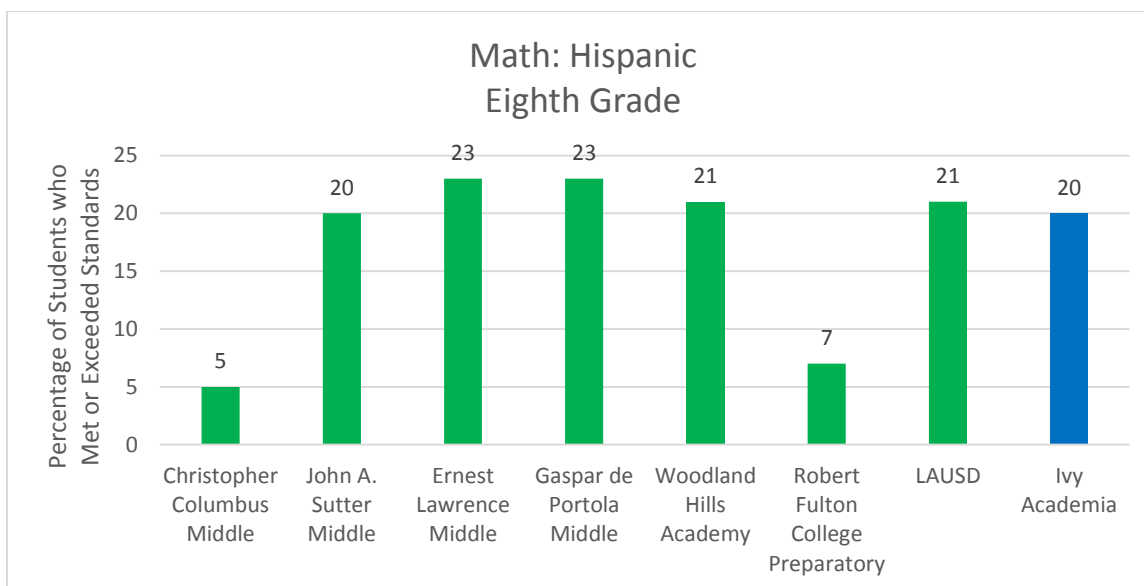




Hispanic students in grades 3 and 6 outperformed their peers, whereas grades 4 and 5 fell behind. To address this deficiency, faculty have been reassigned to ensure seasoned educators are spread equally among grade levels. It is expected that veterans will be able to work more closely and efficiently with teachers who are new to the profession.

The following graphs outline Hispanic student performance at Ivy Academia middle school, by grade level, on the Math portion of the CAASPP in comparison to their peers at their resident schools.





Middle school students identified as Hispanic maintained firm results among peers at other neighboring schools.

The following graphs outline Hispanic eleventh grade student performance at Ivy Academia on the Math portion of the CAASPP in comparison to their peers at their resident schools.

Ivy Academia made the least growth in this area among the ethnicity subgroup. As with the ELA results, students who took the exam were impacted by high teacher turnover in math. Similarly, TestWiz, a former benchmark program used by Ivy Academia, failed to accurately identify student weaknesses, as the program was neither aligned to state standards nor did it assess mastery using CCSS. Ivy Academia has moved away from TestWiz and has recently implemented NWEA, an online benchmark assessment program that is aligned with the CCSS.

Additionally, Ivy Academia saw improvement on CAASPP results across most statistically significant subgroups in both English Language Arts and Mathematics, in accordance with Education Code Section 47607(a)(3)(A). In order to continue to support subgroup growth for Students with Disabilities and English Learners, Ivy Academia has allocated resources to provide additional instructional support. With this additional investment, Ivy Academia will begin a co-teaching model that integrates a special education teacher into content area courses for collaborative instruction with the general education teacher. Likewise, professional development for teachers will focus on methods for improving SDAIE strategies for Long-term English Learners in all classrooms to increase language development and improve reclassification rates.

	ELA CAASPP % Met/Exceeded		Math CAASPP % Met/Exceeded	
	2016-17	2015-16	2016-17	2015-16
Latino	37%	30%	20%	20%
White	46%	45%	40%	38%
African American	32%	25%	16%	15%
Asian	68%	66%	54%	58%
English Learners	10%	12%	5%	10%
Students with Disabilities	8%	13%	3%	6%
Socioeconomically Disadvantaged	36%	29%	22%	19%
Overall	45%	39%	29%	29%

The subgroups identified above are currently statistically significant for Ivy Academia. These results are strong when compared to students' schools of residence as detailed by content area, grade levels and overall in the charts above. When reviewing internal student achievement benchmarks, Ivy Academia students consistently demonstrated consistent growth on Achieve 3000, an online program that delivers differentiated instruction for reading and writing instruction, tailored to each individual student's Lexile reading level. Lexile scores assist educators in evaluating difficulty of texts and student reading ability levels. According to Achieve 3000 results over the past two school years, students grew 158 Lexile points on average. The largest gains were in primary grades and middle school—457 and 466 points respectively.

Achieve 3000 Lexile Growth

Grade	2016-17	2015-16
2	150	106
3	124	77
4	90	79
5	112	156
6	80	102
7	104	58
8	62	60
9	22	16
10	42	9
11	28	15
12	45	3
Overall	85	73

Beginning in the 2017-18 school year, in an effort to better evaluate student progress, in accordance with the California Common Core State Standards, Ivy Academia began using NWEA's benchmark tools. As a result, data for the current school year reflects this reestablished baseline. The following charts outline anticipated subject matter proficiency (*including Proficient, and Advanced indicators*). Note that NWEA performance indicators indicate some students are near proficient; however, these students are not included.

ELA Anticipated Proficiency on the CAASPP By Grade

3	4	5	6	7	8	9	10	Overall
34%	54%	38%	35%	40%	27%	33%	74%	42%

Ivy Academia witnessed consistent growth among its significant subgroups by ethnicity.

ELA Anticipated Proficiency on the CAASPP By Ethnicity

Asian	50%
White	43%
Latino	20%
African American	32%

ELA Anticipated Proficiency on the CAASPP By Program

Program	EL/MS	HS
EL	3%	20%
FRL	26%	39%
SWD	6%	21%
GATE	64%	100%

Like ELA, Math proficiency is currently evaluated by faculty using NWEA's online benchmarks. Since this is the first year implementing the MAP, there is no comparable data to previous administrations, so growth cannot be identified between two years of assessment.

Math Anticipated Proficiency on the CAASPP By Grade

3	4	5	6	7	8	9	10	Overall
36%	35%	13%	14%	18%	45%	29%	37%	28%

Math Anticipated Proficiency on the CAASPP By Ethnicity

Asian	39%
White	30%
Latino	10%
African American	9%

Math Anticipated Proficiency on the CAASPP By Program

Program	EL/MS	HS
EL	14%	12%
FRL	14%	27%
SWD	0%	0%
GATE	42%	90%

Ivy Academia is committed to serving all students, including English Learners. In the 2016-17 school year, 95 students, or 14% of students, were classified as English Learners, with a majority (72%) of English Learners classified as demonstrating Limited English. English Learners as a whole grew 85 Lexile points, or two years, over the course of two school years consistently. According to the California School Dashboard, English Learner Student Report, Ivy Academia received green recognition for its High Status (80.7%) and increasing a positive 9% change. In addition, the Charter School reclassified 25% of English Learners to Fully English Proficient. This far exceeds the District's reclassification rates.

Reclassification Rates	2016-17	2015-16
Ivy Academia	25%	22%
LAUSD	20%	12%

This chart summarizes the percentage of students who passed the AP Exam by subject. A passing score is considered earning a score of 3 or greater out of a total possible 5.

16-17 Subject	Percentage Passing
English Language Composition	29%
English Literature and Composition	17%
United States History	63%
World History	75%
United States Government and Politics	25%
Calculus AB	20%
Biology	25%
Spanish Language and Culture	67%

Several students took multiple AP Exams during the 2017 administration. Of the students who participated, over 50% received passing scores. This was an increase of 15% from the 2016 administration. The increase is attributable to the following reasons:

- A specific WASC goal was increasing AP course offerings, provide AP professional development, and improving instruction to increase student performance.
- Each AP Exam is costly. Recognizing that 67% of the student body qualifies for free and reduced price meals, Ivy Academia wants to encourage greater participation. As such, financial assistance will be provided for exam fees for any student as needed or requested.

The following data outlines overall student results on the PSAT in grades 10 and 11 for the past three years.

*Grade 10**

Year	State	LAUSD	Ivy Academia
2017	886	822	934
2016	895	822	938
2015	897	818	931

*Grade 11**

Year	State	LAUSD	Ivy Academia
2017	943	884	1,015
2016	980	892	1,020
2015	984	883	1,008

**Data compiled from summary reports provided by Educational Testing Service (ETS)*

It is clear that Ivy Academia students in grades 10 and 11 outperform their peers across the state and within LAUSD. As part of its WASC goals, Ivy Academia covers the cost for students in need. Beginning April 2018, the high school will begin offering an after-school SAT preparation program for juniors who plan to take the exam during the June administration.

The following three charts illustrate how Ivy Academia students performed on the SAT in comparison to their peers both in LAUSD and the State overall.

*2018**

	Reading/Writing	Math	Overall
Ivy Academia	491	457	948
LAUSD	495	485	980
State	534	531	1,065

*2017**

	Reading/Writing	Math	Overall
Ivy Academia	521	477	998
LAUSD	494	483	977
State	538	533	1,071

*2016**

	Reading	Math	Writing	Overall
Ivy Academia	427	417	428	1,272
LAUSD	433	438	431	1,302
State	484	494	477	1,455

**Data compiled from summary reports from Educational Testing Service (ETS)*

Ivy Academia maintained steady growth overall; however, a greater number of seniors participated in the SAT when compared to previous years.

Ivy Academia regularly requests feedback from stakeholders. In its most recent annual survey, in 2017, stakeholders responded positively to the following:

Parents

Responses	Percentage Agree or Strongly Agree
I feel comfortable discussing a concern with my child's principal.	85%
Office staff treat my child fairly.	94%
I feel welcome when I visit my child's school.	88%
The school encourages parental involvement and participation.	95%
The school maintains a positive school climate.	89%

Students

Responses	Percentage Agree or Strongly Agree
I feel safe at school.	77%
Students who misbehave receive a consequence.	75%
I know how I am doing at school.	93%
My teacher expects me to do my best.	73%
My Principal cares about my safety.	65%
My Dean helps solve problems at the school.	77%

It is clear that parents and students enthusiastically support the Charter School. Each consistently cite their appreciation for small class sizes, the positive school climate, and caring faculty and staff.

Ivy Academia is committed to ensuring students graduate from high school at high rates and go on to college. Ivy Academia's cohort graduation rate has been 100% between 2014-2017. This is significantly greater than District and State averages. For example, during 2015-2016, each reported 77% and 82% respectively. During 2016-2017, 98% of Ivy Academia students met A-G requirements. This rate has fluctuated between 98%-100% since 2012 (averages lower than 100% are due to the issuance of Certificates of Completion for specific students according to the language in their Individualized Education Program ("IEP")). Ivy Academia boasts a greater rate when comparing its results with that of the District and State. The following reflects the most recent data located on CDE's website.

2015-16 Graduation Rate	CDE Cohort Rate	A-G Graduation Rate
Ivy Academia	100%	98%
LAUSD	77%	55%
California	75%	45%

On top of strong graduation rates, Ivy Academia has celebrated high college acceptance and attendance rates. During the past three years, an average of 95% of seniors were accepted to two and four-year institutions, and 90% enrolled in these institutions.

Additionally, Ivy Academia has also proven its ability to improve student performance per LAUSD's Annual Performance-Based Oversight Visit report. During 2015-2016, 2016-2017, and 2017-2018, Ivy Academia received the following scores on its Annual Performance-Based

Oversight Visit Report: *Accomplished* ratings in Governance as well as Organizational Management, Programs and Operations; *Accomplished* and *Proficient* ratings in Student Achievement and Educational Performance; and *Proficient* and *Developing* ratings in Fiscal Operations. These District-based evaluations further demonstrate Ivy Academia’s ability to serve the student population and stability as a high-quality option for the San Fernando Valley of Los Angeles.

Summary of Ratings

Criteria	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Governance	Accomplished	Accomplished	Accomplished	Accomplished	Accomplished
Student Achievement/ Educational Performance	Developing	Proficient	Proficient	Proficient	Accomplished
Organizational Management, Programs, and Operations	Accomplished	Proficient	Accomplished	Accomplished	Accomplished
Fiscal Operations	Proficient	Developing	Developing	Developing	Proficient

Further, in an effort to enhance students’ abilities to succeed in college, leadership, and life, Ivy Academia provides after-school academic, athletic, and career readiness programs to students. This allows students to explore their interests, improve their college-readiness, and engage intellectually and socially beyond the school day. Additionally, Ivy Academia partners with Pierce College, Boys and Girls Club, and the Los Angeles Police Department (“LAPD”) Cadet Corp to provide academic and socio-emotional intervention programs, enhance students’ college readiness, and contribute to the surrounding community. Additionally, Ivy Academia offers 8 electives, 15 after-school programs/clubs, and 10 athletic teams.

During the course of its history, Ivy Academia has received a number of acknowledgements and accomplishments.

- In the 2016-17 school year, Ivy Academia’s cohort graduation was 100%. Furthermore, 98% of high school seniors completed their A-G requirements, compared to the District average of 55%. It is expected that this will continue for 2017-2018.
- Ivy Academia is a Western Association of Schools and Colleges (WASC) accredited school, receiving a 6-year (“WASC”) accreditation.
- Ivy Academia has maintained an out-of-school suspension rate under 5% during school years 2014-2015, 2015-2016, and 2016-2017, and is committed to further reducing its out-of-school suspension rate through its innovative approach to discipline and student interventions.
- Ivy Academia has had high average daily attendance rates for the past three years, averaging 93%.
- Ivy Academia reclassified 18.4% of English Learners to Reclassified Fluent English Proficient in the 2016-17 school year.

- Ivy Academia is the recipient of the 2014, 2015, 2016 and 2017 Los Angeles Daily News Readers Choice for Best Charter School. <http://dailynews.readerschoice.la/places/best-charter-school/ivy-academia-3/>
- In the most recent annual stakeholder feedback survey, during the 2016-17 school year, parents and guardians overwhelmingly enjoy Ivy Academia's entrepreneurial-focused academic program with small class sizes. These stakeholders remark that they greatly appreciate the easy accessibility to teachers and staff. Frequent communication is key, and Ivy Academia's young, vibrant faculty understands how to differentiate instruction effectively.
- Over 50% of Advanced Placement students who participated in the AP Exam earned a score of 3 or greater.
- In the past two school years, Ivy Academia middle and high school students placed first and third at the UCLA Anderson School of Business Project Entrepreneurial Concepts Hands On ("ECHO").
- Charter Renewal Petition is publicly supported by the California Charter School Association ("CCSA").

In addition to our accomplishments, we have had several challenges to address and overcome.

- Ivy Academia will continue to focus on Math performance for all students. CAASPP data reflects that 29% of students meet or exceed this standard. Ivy Academia seeks to increase this figure through development of a strategic plan by the Math Department and the Charter School's Curriculum Council, coupled with an emphasis on frequent classroom walkthroughs for rigorous instruction focused on foundational skills and building conceptual understanding.
- Ivy Academia will continue to work on vertical alignment of content in an effort to better integrate the Common Core State Standards with curriculum. This will be emphasized during structured professional development, department collaboration, and planning times.
- Ivy Academia continues to seek innovative strategies to connect its entrepreneurial program to San Fernando Valley youth. Current facility limitations inhibit the Charter School from maximizing efforts to develop student advocacy within his/her community.

Ivy Academia provides students and parents with a small school environment, personalized approach to learning, and a rigorous curriculum. The Charter School focuses on quality teaching and curriculum as demonstrated through evidence of implementing a college-ready teaching framework, intensive professional development, and adoption of the CCSS and NGSS. Faculty integrates entrepreneurialism while measuring student mastery and using data to drive instruction. There is a college-bound culture on the campus that permeates all aspects of the Charter School.

Ivy Academia aims to educate students for the 21st century by enabling them to think critically, to understand and internalize the responsibilities of living in a diverse society, and to utilize technological tools that are integral to the functioning of society. The ultimate goal is to develop students into self-motivated, competent, lifelong learners. Ivy Academia's course of study utilizes an integrated, entrepreneurial, thematic approach that ties separate disciplines of curriculum together into studies of the physical universe, the world of nature, art, music, and the human experience. Ivy Academia's curriculum encompasses the full substance of the traditional curriculum of California public schools, as detailed in CCSS, and goes beyond to teach students

how to think clearly, conduct their own research, express themselves well in writing and speech, and apply their knowledge to practical application. Faculty incorporates cross-curricular, project-based assignments that require students to critically solve issues that would positively impact at the local, national, or global level. The culture of the Charter School creates self-motivated, competent, lifelong learners.

Ivy Academia employs a curricular approach to encourage entrepreneurial thinking and focus on the core attributes of real entrepreneurship. Based on research by Marilyn L Kourilsky², Vice President with the Kauffman Center for Entrepreneurial Research at UCLA, and William B. Walstead, Director of the National Center for Research in Economic Education, “Education for entrepreneurship and entrepreneurial thinking must be broad-based, drawing on many content areas.” This concept serves as the foundation upon which Ivy Academia’s standards-based curriculum program has been developed. Students are engaged in curricular approaches to education that involve both foundational knowledge and hands-on application of entrepreneurial concepts and experiences. The entrepreneurial content is embedded into the core content areas of the Charter School program. The knowledge and skills of entrepreneurship and entrepreneurial thinking are a benefit for any educational or career path, not just for those leading to the start-up and development of business ventures.

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

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

Ivy Academia’s educational program successfully meets the needs of its diverse student population. The small school model offers additional support and attention for students who would otherwise attend large public schools serving between 1,000-3,000 students. Ivy Academia’s target community is predominantly comprised of low-income, academically disadvantaged students who will benefit from the supports available at Ivy Academia. Reflective of the community, Ivy Academia serves a diverse student population that may include advanced students, students below

² Kourilsky, M.L. & Walstead, W.B., (2000). *The E Generation*. Kendall/Hunt Publishing Company. Dubuque, IA.

grade level, English Learners, and Special Education students. The Charter aims to create a culturally responsive school that is rigorous and supportive.

Examples of these supports include:

- For all students: implementation of the three tiers of the Multi-Tier System of Supports with social-emotional, behavioral, and academic interventions
- For at-risk and struggling students: academic interventions are used including targeted and individualized academic labs in core content areas, particularly in English and Math.
- For students below grade level: additional enrichment and intervention supports, including Literacy enrichment, Math foundations, individualized tutoring, classroom push-in and co-teaching models, and small strategic groupings
- Computing skills differentiated by mastery level - including navigation and application of standardized online assessments relevant to students' grade level
- For all students: An Advisory program to prepare them with the tools and behaviors to succeed in college, leadership and life—covering topics such as academic preparation, promotion of college awareness, developing strong peer relationships, developing life skills required in entrepreneurialism in areas such as resiliency and grit, growth mindset, organization, communication, health and nutrition, and personal finance
- For students with socio-emotional needs: integrated wraparound services to address social and non-academic barriers to student learning, including individual and small group counseling
- For all students: proactive and positive behavior management, including various alternatives to suspension
- For advanced students: enrichment opportunities including Honors, Advanced Placement, and GATE classes, in addition to other elective courses
- For all students: opportunities for students to explore leadership and other interests through participation in elective courses, student government, after-school programs, and clubs

In the new charter term, the Charter School will continue to improve upon its implementation of the academic program and continue to promote a strong and supportive school environment for all students. In particular, Ivy Academia will focus on the growth and academic achievement of all student subgroups in core subjects, and it will monitor their performance and progress through its assessment program. Additionally, Ivy Academia is committed to strengthening its school culture and will further its implementation of positive behavior supports and alternatives to suspension in the new charter term.

Surrounding Schools Demographic and Performance Data for 2016-17

Surrounding Schools Demographic and Performance Data

Address: Ivy Academia

(TK-6) 5461 Winnetka Avenue

Woodland Hills, California 91364

(7-12) 7353 Valley Circle Boulevard

West Hills, California 91304

	# of Stud.	% FnR Lunch Eligible	% SPED Stud.	% Eng Lrn	% Latino	% Black	% White	SBAC % M/E ELA	SBAC % M/E Math	A-G Grad Rate
Ivy Academia	686	66%	11%	12%	43%	9%	21%	45%	29%	98%

LAUSD Resident Elementary Schools from CDE Median

Sunny Brae Avenue	654	88%	14%	44%	87%	2%	6%	31%	22%	N/A
Canoga Park	891	90%	12%	48%	90%	2%	3%	24%	17%	N/A
Nevada Avenue	506	85%	12%	37%	78%	5%	5%	30%	14%	N/A
Hart Street	906	95%	12%	60%	89%	2%	4%	25%	26%	N/A
Limerick Avenue	815	89%	11%	36%	83%	3%	5%	35%	26%	N/A
Shirley Avenue	495	83%	12%	23%	83%	2%	7%	36%	35%	N/A
Fullbright Avenue	465	87%	9%	47%	86%	2%	5%	35%	33%	N/A

LAUSD Resident Middle Schools from CDE Median

Robert Fulton College Preparatory	1916	94%	17%	23%	88%	3%	3%	26%	10%	N/A
Christopher Columbus	824	89%	18%	19%	80%	5%	7%	22%	16%	N/A
John A Sutter	1206	88%	22%	22%	82%	5%	5%	28%	16%	N/A
Ernest Lawrence	1,459	65%	12%	10%	52%	5%	18%	53%	44%	N/A
Gaspar De Portola	1,893	58%	10%	9%	35%	6%	45%	56%	49%	N/A
Woodland Hills Academy	827	81%	13%	14%	69%	7%	15%	37%	24%	N/A

LAUSD Resident High Schools from CDE Median

Canoga Park	1,763	78%	18%	21%	83%	5%	6%	57%	17%	30%
Northridge Academy	1,116	66%	17%	5%	67%	4%	20%	35%	19%	55%
Reseda	1,930	75%	23%	17%	74%	5%	13%	54%	22%	42%
Taft Charter	2,401	71%	12%	8%	37%	11%	40%	68%	38%	55%
Grover Cleveland	3,198	69%	11%	13%	59%	4%	17%	66%	38%	57%
Valley Academy of Arts	1,163	69%	20%	6%	58%	4%	24%	76%	23%	65%
Chatsworth	2,489	63%	16%	10%	59%	7%	21%	66%	36%	34%

Student Population to be Served

While open to all students, Ivy Academia will make a substantial effort to recruit underserved, low-income students in the San Fernando Valley that would typically attend schools located in Canoga Park, Reseda, Winnetka, and Chatsworth. Please see Element 7 for more information on how Ivy Academia attracts students from these neighborhoods. The table above illustrates the demographic and achievement data for Ivy Academia's target student population.

Ivy Academia serves students in grades TK-12. Beginning in the 2018-2019 school year, the Charter anticipates matriculating an additional 90 students than in the prior year. Between 2018-2022, Ivy Academia expects to grow enrollment to 1,170. These estimates fall below the enrollment cap in place from our current charter but represent conservative projections based on existing enrollment. The table below outlines Ivy Academia's projected five-year enrollment plan.

Projected Five-Year Student Enrollment

Grade	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
TK/K	60	70	80	100	110
1	70	65	75	100	105
2	70	75	70	95	105
3	60	75	80	95	110
4	60	65	80	95	100
5	60	65	70	95	100
6	80	65	70	85	100
7	90	85	70	90	90
8	75	95	90	90	100
9	100	80	100	100	115
10	75	105	85	110	120
11	60	80	110	95	125
12	50	65	80	115	120
	910	990	1060	1265	1400

Goals and Philosophy

Mission Statement: Supported by an active and unified community, Ivy Academia educates and empowers its students with real-life entrepreneurial skills necessary to succeed in the 21st century. The Charter School seeks to support this entrepreneurial approach through preparing students for college, leadership, and life through innovative instruction, a rigorous curriculum, and the use of cutting-edge technology. Ivy Academia is committed to the education, development, and socio-economic success of all students.

This mission is achieved in a student-centered environment that fosters life-long learning, cross-cultural competency, social responsibility, and academic excellence. Using critical pedagogy, these family, community, and school elements are aligned to foster these values.

Vision Statement: Ivy Academia seeks to create a progressive, entrepreneurial education that encompasses college and career readiness. Through the cultivation of these skills, Ivy Academia pupils will be successful in college and return to revitalize their home communities using their college degrees as professional entrepreneurs. Graduates will be self-confident, self-disciplined, successful, proactive leaders who excel in high school, college, and beyond.

Our mission and vision statements are in line with current research and educational practices. The Charter’s underlying philosophy engenders the belief that all students can learn when they feel connected to a community. Our vision encourages parents to partner with faculty to create an atmosphere where all students can and will learn.

The Ivy Academia Student, an educated person in the 21st Century, will demonstrate college and career readiness and ability to use technology in a number of ways including but not limited to:

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

Additionally, Ivy Academia students are “agents of change”; individuals who will positively impact their local communities. Graduates will be confident leaders who will excel in high school, college, and beyond. Ivy Academia has identified four goals that describe what it means to be an “agent of change” and an educated person in the 21st century.

<p>Goal #1: Ivy Academia Students will be College-Directed Learners</p> <ol style="list-style-type: none"> 1. Able to think critically and analytically to understand complex concepts across the curriculum 2. Meeting A-G requirements and prepared for college 3. Knowledgeable of college requirements and the application process 4. Knowledgeable of career field choices and educational pathways 	<p>Goal #2: Ivy Academia Students will be Cultural Learners</p> <ol style="list-style-type: none"> 1. Aware of cultural difference, unique group histories and diverse perspectives 2. Exposed to world languages and able to understand the dynamics of language and culture 3. Able to communicate with sensitivity within and across diverse communities 4. Proficient in the ability to apply critical pedagogy within the classroom context and outside of school
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<p>Goal #3: Ivy Academia Students will be Innovative Entrepreneurial Leaders</p> <ol style="list-style-type: none"> 1. Able to model ethical behavior through involvement in school function, clubs and committees 2. Able to contribute to the success of individuals and their community through voluntary service 3. Effective oral communicators in distinct situations 4. Informed participants in the democratic process 	<p>Goal #4: Ivy Academia Students will be Lifelong Entrepreneurial Learners</p> <ol style="list-style-type: none"> 1. Responsible, mature decision-makers 2. Goal-oriented in their personal pursuits 3. Able to integrate multiple uses of technology, including emerging technologies 4. Adaptive to a wide array of professional and cultural settings through exposure to events outside the immediate community
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Most students learn best in a nurturing, supportive environment where they are known and treated as individuals and where their background is honored. Accordingly, personal attention to individual students and sensitivity to their backgrounds is a cornerstone of the Charter School. To ensure that students receive personalized attention, Ivy Academia functions based on its principle core values, change theory, and academic model which have evolved for the past thirteen years.

Learning occurs best over time, with related experiences building upon each other and resulting in both increased breadth and depth of understanding. Research and investigations of the learning process completed by John Dewey, Margaret Meade, John Holt, David Elkind, Harvey Daniels, and Paulo Freire demonstrate that relevant, authentic experiences with real questions and problems, using higher levels of Bloom's Taxonomy and critical pedagogy, result in an engaging, enthusiastic process. This is demonstrated through the following:

An Unwavering Belief in all Students' Potential: All students can be successful learners if provided an excellent academic environment.

- Provide tiered support for all students through a multi-tiered Response to Intervention (RtI) approach
- Invest in local clinical services to support retention and success of students facing challenges
- Provide enrichment courses for all high achieving, gifted students that are best suited to individual needs. Examples include Honors, Advanced Placement ("AP") and Gifted and Talented Education ("GATE") courses

Passion for Excellence: Increase in excellence through all endeavors; success demands singleness of purpose.

- Use technology and assessment data to provide educators a platform to drive instruction
- Continual focus on results and frequent feedback
- Maintaining an atmosphere of collegiality and professional collaboration

Personal Responsibility: Demonstrate high moral integrity through personal initiative, responsibility and accountability.

Respect for Others and the Community: Respect others through interactions with positive implications in the local community.

- Foster positive, collaborative school culture
- Create opportunities for students to develop self-discipline, cooperation and respect for others in all facets of life
- Develop and maintain effective community partnerships
- Cultivate the Charter School's mission and vision into the Charter's core values

All Stakeholders are Critical in the Education Process: Students are empowered in their education when all stakeholders embrace a life-long learning approach.

- Encourage frequent opportunities for engagement among stakeholders
- Host parent education workshops that will embrace future opportunities for positive engagement
- Ongoing satisfaction surveys that assess stakeholders' opinions and areas of improvement

Ivy Academia has set forth the following to guide its Theory of Change:

- *Commitment to Serve All Students.* Ivy Academia is committed to ensuring that all students will be academically and socio-emotionally successful, whatever it takes. Ivy Academia services the following local cities in the West San Fernando Valley: Chatsworth, Canoga Park, West Hills, Woodland Hills, Reseda, Northridge, and Van Nuys. Often, many of these students reflect an underserved population that is behind academically and qualify for free lunch. Ivy Academia is committed to servicing the needs of all students, especially those that seek to reaffirm their commitment to self-advocacy, developing academically, and excelling in a college preparatory environment. As a result, stakeholders at Ivy Academia embrace this philosophy, and as a result, many achieve greater results than their peers located within their schools of residence, when considering standardized test scores, graduation and A-G rates, and college matriculation.
- *Highly Effective Teachers.* The Charter's administration and staff value the mission that highly qualified professional educators should model academic and technical competence, an appreciation of diverse abilities and cultures in schools, in the community, and other professional settings, through the lens of a servant leader. The staff finds that constructivism, reflective practice, and critical perspective merge to inform the Charter's mission statement. Ivy Academia finds value in constructivism because it believes students should and do create their own knowledge by connecting new information with prior knowledge. Such knowledge is created through active inquiry, discussion, and collaboration with others. In this setting, educators are facilitators, not the dispensers of knowledge. As a result, the Charter embraces a reflective teaching model because we believe that the practice of teaching can and should be informed by reflection on practice. In this setting, the teacher becomes a life-long learner, one who is continuously analyzing reasons for success and disappointments, so that future practice can be improved.

Ivy Academia finds value in employing a critical perspective. Educators can only serve as advocates for students if they have been exposed to the social and political facts of those lives. In this setting, the teacher strives to combat the effects of inequality in the lives of students.

The Council for Accreditation of Educator Preparation (“CAEP”) defines professional dispositions as *the professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities. These positive behaviors support student learning and development.* CAEP expects institutions to assess professional dispositions based on observable behaviors in educational settings. The two foremost professional dispositions that CAEP expects institutions to assess are fairness and the belief that all students can learn. Based on their mission and conceptual framework, professional education may identify, define, and operationalize additional professional dispositions.

The following nine values and commitments are embodied in Ivy Academia Academia’s philosophy for effective educators. The professional dispositions the Charter School expects its educators to demonstrate are:

1. *Integrity.* The Charter School envisions teaching as a profession where practitioners demonstrate integrity. It defines integrity as the adherence to a moral code that includes a positive attitude, dependability, honesty, and respect for others.
2. *Responsibility.* The Charter envisions teaching as a profession where practitioners demonstrate responsibility. It defines responsibility as a composite of characteristics that include reliability, trustworthiness, and accountability.
3. *Self-efficacy.* The Charter envisions teaching as a profession where practitioners exhibit the quality of self-efficacy. It defines self-efficacy as a proactive belief that the teacher is capable, knowledgeable, intelligent, and resourceful and has the capacity to benefit student learning and development.
4. *Open-mindedness.* The Charter envisions teaching as a profession where practitioners demonstrate open-mindedness. It defines open-mindedness as the capacity to listen thoughtfully and responsively to the ideas and perspectives of others and to possess the capacity to be challenged and informed by the beliefs of others.
5. *Reflexivity.* The Charter envisions teaching as a profession where practitioners employ reflexivity. It defines reflexivity as the willingness and capacity to reflect upon one’s practice for the purpose of improvement.
6. *Collaboration.* The Charter envisions teaching as a profession where practitioners value collaboration. It defines collaboration as the willingness and ability to purposefully interact with supervisors, colleagues, parents, community agencies, and others to accomplish common goals.
7. *Flexibility.* The Charter envisions teaching as a profession where practitioners demonstrate flexibility. It defines flexibility as adaptability.
8. *Caring.* The Charter envisions teaching as a profession where practitioners demonstrate caring. It defines caring as the act of concern about and for those with whom we develop relationships by affirming and encouraging the best in them.
9. *Social Justice.* The Charter envisions teaching as a profession where practitioners engage in efforts that promote social justice. Social justice is defined as the recognition of inequities and barriers that affect all people and the desire to lessen the effects, so as to provide equitable opportunities for all students to learn and develop.

- *Strong School Leaders.* Individual coaching and professional development opportunities are provided to all staff. Ivy Academia believes that educators who engage in effective professional development improve their skills and student learning increases. Ideally, opportunities are intensive and collaborative, incorporating an evaluative stage.
- *Culture of Transparency, Performance, and Accountability.* Ivy Academia maintains a results-oriented professional school culture. During Professional Learning Community (“PLC”) sessions, resources are allocated to ensure student achievement data is used to inform needs and to drive instruction. LCFF resources are allocated to support this model in order to develop innovative, instructional practice.

LCFF STATE PRIORITIES						
GOAL #1						
<p>Student achievement in English will increase by 3% from the 2017-18 school year as determined by state testing and other assessments.</p> <p>Student achievement in Math will increase by 3% from the 2017-18 school year as determined by state testing and other assessments.</p>	<p>Related State Priorities:</p> <div style="display: flex; flex-wrap: wrap;"> <div style="margin-right: 10px;"><input checked="" type="checkbox"/> 1</div> <div style="margin-right: 10px;"><input checked="" type="checkbox"/> 4</div> <div style="margin-right: 10px;"><input checked="" type="checkbox"/> 7</div> <div style="margin-right: 10px;"><input checked="" type="checkbox"/> 2</div> <div style="margin-right: 10px;"><input checked="" type="checkbox"/> 5</div> <div style="margin-right: 10px;"><input checked="" type="checkbox"/> 8</div> <div style="margin-right: 10px;"><input checked="" type="checkbox"/> 3</div> <div style="margin-right: 10px;"><input checked="" type="checkbox"/> 6</div> </div> <p>Local Priorities:</p> <div style="margin-bottom: 10px;"><input type="checkbox"/>:</div> <div><input type="checkbox"/>:</div>					
Specific Annual Actions to Achieve Goal						
<p>Outcome 1: There will be a 3% increase in students testing as having met or exceeded ELA SBAC. Provide aggressive after-school and intervention electives to underperforming subgroups, including English Learners and SWD.</p> <p>Outcome 2: There will be a 3% increase in students testing as having met or exceeded on Math SBAC. Provide aggressive after-school and intervention electives to underperforming subgroups, including English Learners and SWD.</p> <p>Outcome 3: There will be a 5% increase in students having met or exceeded in Reading according to AimsWeb.</p> <p>Outcome 4: There will be an increase of at least 5% in Ivy Academia's Reclassification Rate. Although Ivy's Reclassification rate improves, there is a discrepancy with English Language Learner performance on the SBAC. Allocate EL Coordinator time to train staff on developing additional instructional strategies to better support language acquisition and mastery of content.</p>						
Expected Annual Measurable Outcomes						
<p>Outcome #1: There will be a 3% increase in students testing as having met or exceeded ELA SBAC.</p> <p>Metric/Method for Measuring: Percentage of students scoring "met" or "exceeded" on ELA SBAC. Data on student achievement scores through multiple measurements and instructor observations will be collected to inform case carriers and EL Coordinators about EL and SWD engagement and academic growth.</p>						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All (School-wide)*	45%	48%	51%	54%	57%	60%
English Learners	10%	13%	16%	19%	22%	25%
SED/Low Income	36%	39%	42%	45%	48%	51%

Asian	68%	71%	74%	77%	80%	83%
Students with Disabilities	8%	11%	14%	17%	20%	23%
African American	32%	35%	38%	41%	44%	47%
Latino	37%	40%	43%	46%	49%	52%
White	46%	49%	52%	55%	58%	61%

Outcome #2: There will be a 3% increase in students testing as having met or exceeded on Math SBAC.

Metric/Method for Measuring: Percentage of students scoring “met” or “exceeded” on MATH SBAC. Data on student achievement scores through multiple measurements and instructor observations will be collected to inform case carriers and EL Coordinators about EL and SWD engagement and academic growth.

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All (School-wide)*	29%	32%	35%	38%	41%	44%
English Learners	5%	8%	11%	14%	17%	20%
SED/Low Income	22%	25%	28%	31%	34%	37%
Asian	54%	57%	60%	63%	66%	69%
Students with Disabilities	3%	6%	9%	12%	15%	18%
African American	16%	19%	22%	25%	28%	31%
Latino	20%	23%	26%	29%	32%	35%
White	40%	43%	46%	49%	52%	55%

Outcome #3: There will be a 5% increase in students having met or exceeded in Reading according to AimsWeb.

Metric/Method for Measuring: Percentage of students that scored as having met or exceeded standards in Reading according to AIMSWeb.

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Grade 1	63%	68%	73%	78%	83%	88%
Grade 2	69%	74%	79%	84%	89%	94%
Grade 3	68%	73%	78%	83%	88%	93%
Grade 4	50%	55%	60%	65%	70%	75%
Grade 5	59%	64%	69%	74%	79%	84%
Grade 6	62%	67%	72%	77%	82%	87%

Outcome #4: There will be an increase of at least 5% in Ivy Academia’s Reclassification Rate.

Metric/Method for Measuring: Percentage of students reclassified.

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
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All (School-wide)*	23%	28%	33%	38%	43%	48%
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GOAL #2						
Increase Positive School Climate				Related State Priorities:		
				<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 6		
				Local Priorities:		
				<input type="checkbox"/> : <input type="checkbox"/> :		
Specific Annual Actions to Achieve Goal						
Outcome 5: Attendance will increase by .5% annually.						
Outcome 6: At least 70% of all teachers will be using Capturing Kids' Hearts in the classroom.						
Outcome 7: 90% or more parents answering the Parent Survey will agree that Ivy Academia encourages parent involvement. Parents of EL students will be encouraged to attend Parent Education Nights that address the importance of college and career readiness.						
Outcome 8: Suspension Rate will be less than 5% with a disproportionality rate for African American students and Students with Disabilities less than 15%. Alternatives to suspension will be reviewed during IEP's to evaluate how best to support SWD needs.						
Expected Annual Measurable Outcomes						
Outcome #5: Attendance will increase by .5% annually.						
Metric/Method for Measuring: Average Daily Attendance recorded in student database.						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All (School-wide)*	94%	94.5%	95%	95.5%	100%	100%
Outcome #6: At least 70% of all teachers will be using Capturing Kids' Hearts in the classroom.						
Metric/Method for Measuring: Teacher and student surveys.						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All (School-wide)*	70%	73%	75%	80%	85%	90%
Outcome #7: 90% or more parents answering the Parent Survey will agree that Ivy Academia encourages parent involvement.						
Metric/Method for Measuring: Percentage of Parent Survey results that reflect this. Data from sign in sheets and satisfaction surveys will reveal that parents of EL students who attend informative college and career readiness meetings better understand how to support their						

child(ren)'s academic need at home. Surveys will significantly reveal that parents feel a positive partnership with teachers and administration.						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All (School-wide)*	90%	92%	95%	97%	99%	100%
Outcome #8: Suspension Rate will be less than 5% with a disproportionality rate for African American students and Students with Disabilities less than 15%. Metric/Method for Measuring: Monthly suspension reports.						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All (School-wide)*	5%	5%	<2%	<2%	<2%	<2%
African American and SWD	15%	5%	<2%	<2%	<2%	<2%

GOAL #3	
Increase College and Career Readiness	Related State Priorities: <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 6
	Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> :
Specific Annual Actions to Achieve Goal	
Outcome 9: 35% of students will be identified as College and Career Ready on Achieve3000. Targeted support and intervention programs will be used to improve EL and SWD success in academic courses.	
Outcome 10: There will be a 2% increase in the number of 8-10 th graders taking the PSAT.	
Outcome 11: There will be an increase of at least 5% in the number of 11 th grade students taking the SAT or ACT.	
Outcome 12: The percentage of seniors applying to four-year universities and colleges will increase each year. Frequent parent informational meetings will be offered to support parents of all students. Parents of EL and SWD will be informed of and encouraged to attend, particularly during ELAC and IEP meetings.	
Expected Annual Measurable Outcomes	

Outcome #9: 35% of students will be identified as College and Career Ready on Achieve3000. Metric/Method for Measuring: Achieve3000 results, EL and SWD results from multiple measures, including post-high school surveys.					
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022
All Juniors (School-wide)*	35%	37%	40%	42%	45%
Outcome #10: There will be a 2% increase in the number of 8-10 th graders taking the PSAT. Metric/Method for Measuring: PSAT applications among grade 8-10 students.					
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022
All Grades 8-10 (School-wide)*	30%	32%	34%	36%	38%
Outcome #11: There will be an increase of at least 5% in the number of 11 th grade students taking the SAT or ACT. Metric/Method for Measuring: Results reported from reporting agencies.					
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022
All Juniors/Seniors (School-wide)*	50%	55%	60%	65%	70%
Outcome #12: The percentage of seniors applying to four-year universities and colleges will increase each year. Metric/Method for Measuring: College applications submitted, survey results from seniors. Disaggregated data by various subgroups collected detailing college acceptances.					
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022
All Seniors (School-wide)*	60%	62%	65%	68%	70%

LCFF STATE PRIORITIES						
GOAL #1						
<p>Student achievement in English will increase by 3% from the 2017-18 school year as determined by state testing and other assessments.</p> <p>Student achievement in Math will increase by 3% from the 2017-18 school year as determined by state testing and other assessments.</p>				<p>Related State Priorities:</p> <div style="display: flex; flex-wrap: wrap;"> <div style="margin-right: 10px;"><input checked="" type="checkbox"/> 1</div> <div style="margin-right: 10px;"><input checked="" type="checkbox"/> 4</div> <div style="margin-right: 10px;"><input checked="" type="checkbox"/> 7</div> <div style="margin-right: 10px;"><input checked="" type="checkbox"/> 2</div> <div style="margin-right: 10px;"><input checked="" type="checkbox"/> 5</div> <div style="margin-right: 10px;"><input checked="" type="checkbox"/> 8</div> <div style="margin-right: 10px;"><input checked="" type="checkbox"/> 3</div> <div style="margin-right: 10px;"><input checked="" type="checkbox"/> 6</div> </div> <p>Local Priorities:</p> <div style="margin-bottom: 5px;"><input type="checkbox"/>:</div> <div><input type="checkbox"/>:</div>		
Specific Annual Actions to Achieve Goal						
<p>Outcome 1: There will be a 3% increase in students testing as having met or exceeded ELA SBAC.</p> <p>Outcome 2: There will be a 3% increase in students testing as having met or exceeded on Math SBAC.</p> <p>Outcome 3: There will be a 5% increase in students having met or exceeded in Reading according to AimsWeb.</p> <p>Outcome 4: There will be an increase of at least 5% in Ivy Academia's Reclassification Rate.</p>						
Expected Annual Measurable Outcomes						
<p>Outcome #1: There will be a 3% increase in students testing as having met or exceeded ELA SBAC.</p> <p>Metric/Method for Measuring: Percentage of students scoring "met" or "exceeded" on ELA SBAC.</p>						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All (School-wide)	45%	48%	51%	54%	57%	60%
English Learners	10%	13%	16%	19%	22%	25%
SED/Low Income	36%	39%	42%	45%	48%	51%
Asian	68%	71%	74%	77%	80%	83%
Students with Disabilities	8%	11%	14%	17%	20%	23%
African American	32%	35%	38%	41%	44%	47%
Latino	37%	40%	43%	46%	49%	52%
White	46%	49%	52%	55%	58%	61%

Outcome #2: There will be a 3% increase in students testing as having met or exceeded on Math SBAC.

Metric/Method for Measuring: Percentage of students scoring “met” or “exceeded” on MATH SBAC.

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All (School-wide)	29%	32%	35%	38%	41%	44%
English Learners	5%	8%	11%	14%	17%	20%
SED/Low Income	22%	25%	28%	31%	34%	37%
Asian	54%	57%	60%	63%	66%	69%
Students with Disabilities	3%	6%	9%	12%	15%	18%
African American	16%	19%	22%	25%	28%	31%
Latino	20%	23%	26%	29%	32%	35%
White	40%	43%	46%	49%	52%	55%

Outcome #3: There will be a 5% increase in students having met or exceeded in Reading according to AimsWeb.

Metric/Method for Measuring: Percentage of students that scored as having met or exceeded standards in Reading according to AIMSWeb.

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Grade 1	63%	68%	73%	78%	83%	88%
Grade 2	69%	74%	79%	84%	89%	94%
Grade 3	68%	73%	78%	83%	88%	93%
Grade 4	50%	55%	60%	65%	70%	75%
Grade 5	59%	64%	69%	74%	79%	84%
Grade 6	62%	67%	72%	77%	82%	87%

Outcome #4: There will be an increase of at least 5% in Ivy Academia’s Reclassification Rate.

Metric/Method for Measuring: Percentage of students reclassified.

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All (School-wide)	23%	28%	33%	38%	43%	48%

GOAL #2						
Increase Positive School Climate	<div style="border-bottom: 1px solid black; padding-bottom: 5px;"> Related State Priorities: <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 6 </div> <div style="padding-top: 5px;"> Local Priorities: <input type="checkbox"/>: <input type="checkbox"/>: </div>					
Specific Annual Actions to Achieve Goal						
<p>Outcome 5: Attendance will increase by .5% annually.</p> <p>Outcome 6: At least 70% of all teachers will be using Capturing Kids' Hearts in the classroom.</p> <p>Outcome 7: 90% or more parents answering the Parent Survey will agree that Ivy Academia encourages parent involvement.</p> <p>Outcome 8: Suspension Rate will be less than 5% with a disproportionality rate for African American students and Students with Disabilities less than 15%.</p>						
Expected Annual Measurable Outcomes						
<p>Outcome #5: Attendance will increase by .5% annually.</p> <p>Metric/Method for Measuring: Average Daily Attendance recorded in student database.</p>						
APPLICABLE STUDENT GROUPS	Baseline	2018- 2019	2019- 2020	2020- 2021	2021- 2022	2022- 2023
All (School-wide)	94%	94.5%	95%	95.5%	100%	100%
<p>Outcome #6: At least 70% of all teachers will be using Capturing Kids' Hearts in the classroom.</p> <p>Metric/Method for Measuring: Teacher and student surveys.</p>						
APPLICABLE STUDENT GROUPS	Baseline	2018- 2019	2019- 2020	2020- 2021	2021- 2022	2022- 2023
All (School-wide)	70%	73%	75%	80%	85%	90%
<p>Outcome #7: 90% or more parents answering the Parent Survey will agree that Ivy Academia encourages parent involvement.</p> <p>Metric/Method for Measuring: Percentage of Parent Survey results that reflect this.</p>						
APPLICABLE STUDENT GROUPS	Baseline	2018- 2019	2019- 2020	2020- 2021	2021- 2022	2022- 2023
All (School-wide)	90%	92%	95%	97%	99%	100%

Outcome #8: Suspension Rate will be less than 5% with a disproportionality rate for African American students and Students with Disabilities less than 15%.

Metric/Method for Measuring: Monthly suspension reports.

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All (School-wide)	5%	5%	5%	5%	5%	5%
African American and SWD	15%	12%	10%	8%	6%	4%

GOAL #3

Increase College and Career Readiness

Related State Priorities:

- ☒ 1 ☒ 4 ☒ 7
☒ 2 ☒ 5 ☒ 8
☒ 3 ☒ 6

Local Priorities:

- ☐:
☐:

Specific Annual Actions to Achieve Goal

Outcome 9: 35% of students will be identified as College and Career Ready on Achieve3000.

Outcome 10: There will be a 2% increase in the number of 8-10th graders taking the PSAT.

Outcome 11: There will be an increase of at least 5% in the number of 11th grade students taking the SAT or ACT.

Outcome 12: The percentage of seniors applying to four-year universities and colleges will increase each year.

Expected Annual Measurable Outcomes

Outcome #9: 35% of students will be identified as College and Career Ready on Achieve3000.

Metric/Method for Measuring: Achieve3000 results

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022
All Juniors (School-wide)	35%	37%	40%	42%	45%

Outcome #10: There will be a 2% increase in the number of 8-10th graders taking the PSAT.

Metric/Method for Measuring: PSAT applications among grade 8-10 students.

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022
All Grades 8-10 (School-wide)	30%	32%	34%	36%	38%

Outcome #11: There will be an increase of at least 5% in the number of 11th grade students taking the SAT or ACT.

Metric/Method for Measuring: Results reported from reporting agencies.

APPLICABLE STUDENT GROUPS	Baseline	2018- 2019	2019- 2020	2020- 2021	2021- 2022
All Juniors/Seniors (School-wide)	50%	55%	60%	65%	70%

Outcome #12: The percentage of seniors applying to four-year universities and colleges will increase each year.

Metric/Method for Measuring: College applications submitted, survey results from seniors.

APPLICABLE STUDENT GROUPS	Baseline	2018- 2019	2019- 2020	2020- 2021	2021- 2022
All Seniors (School-wide)	60%	62%	65%	68%	70%

**The following student subgroups are not numerically significant at this time: Native Hawaiian/Pacific Islander; Foster Youth; American Indian/Alaska Native; Filipino; Two or More Races*

Instructional Design

Ivy Academia's academic model outlines the framework that allows educators to be successful and focuses on four principles: 1) Ensuring Quality Teaching and Instruction; 2) Cultivating a College-going Culture; 3) Eliminating Barriers to Learning, and; 4) Promoting Leadership and Life Skills. Through employment of these principles, educators at Ivy Academia are equipped with implementation strategies that enable students to become and remain self-motivated, competent, and lifelong learners.

- 1) Ensuring Quality Teaching and Instruction: Dedicated, effective teachers with a passion for their work and their students at the heart of all decisions. Ivy Academia ensures high quality instruction in every classroom, developed from cutting edge, robust professional development.
- 2) Cultivating a College-bound Culture: Ivy Academia seeks to ensure high four-year college acceptance rates by creating a culture of college-for-certain throughout its TK-12 program. School and teacher leaders create systems in place for ongoing academic counseling with the counselors and advisors, as well as offering college tours at the upper intermediate through secondary levels. The Charter School's master schedule offers both elective courses and pre-AP pathways (e.g., Honors and GATE) that support core content development. All courses offered are designed to support literacy and writing across the curriculum and critical thinking with the emphasis of rigorous problem-solving. Courses are structured to build students' key cognitive strategies: intellectual openness, analysis, reasoning, accuracy and precision, and interpretation. Classrooms also demonstrate the successful implementation of behavior management strategies. Support is provided to build key behaviors necessary for success in high school and college, such as self-monitoring, persistence, independent preparation abilities, and college-level study skills. The Charter School provides a myriad of support structures to develop students' contextual awareness of college systems and culture.

- 3) **Eliminating Barriers to Learning:** Students come to Ivy Academia from a variety of socio-emotional and academic backgrounds. The Charter School strives to provide the academic intervention, counseling, and clinical services necessary to breakdown these barriers. With the support of Special Education staff, Ivy Academia successfully implements all three tiers of RtI by appropriately providing intervention in literacy, math, English Language Development, and Special Education for academic intervention. Both the middle and high school offer an advisory program that tailors academic guidance, builds school culture and pride; and promotes college, career and personal development. Furthermore, the Charter School offers a menu of services: mental health supports and psychological services; counseling groups; mentoring programs; and links to community partners for health and wellness programs.
- 4) **Promoting Entrepreneurial Leadership and Life Skills:** Ivy Academia aims to provide students with a broad set of tools, behaviors, and skills to prepare them for college and beyond. Systems for student leadership such as community service, student government, GATE, and Project ECHO, offer students internal leadership experience necessary for positively impacting one's local community. External experience is available through partnerships with community programs, including public speaking opportunities, job shadowing, volunteer work, mentorships, and summer internships. Advisory programs teach and promote life skills required to reduce dropouts, enhance academic achievement, and promote whole-being development.

Curriculum and Instruction

As recognized by Ivy Academia, the dictionary defines an entrepreneur as “one who organizes, manages, and assumes the risks of a business or enterprise”. Entrepreneurial education looks beyond these business functions, identifies the commonly held traits of entrepreneurs, and works to impart them as dispositions for student success. A partnership between concept instruction and hands-on application drives student learning and fosters an environment of motivation and growth. Through the entrepreneurial program at Ivy Academia, a whole-child approach is taken whereby students gain both the academic education necessary to be college ready and the real-world skills necessary for a career. In addition, by obtaining these skills, graduates are able to follow their vocational path or obtain employment to support themselves in their academic pursuits beyond high school. This focus prepares students to navigate the interconnectedness between work and society and to be successful participants in the rapidly evolving 21st century through innovation, creativity, problem solving, and global literacy.

The following ten characteristics embody the focus of character education at all grade levels and provide students the ability to reflect and grow personally and academically. The entrepreneurial dispositions the Charter School aims for its students to demonstrate are:

1. *Passion.* The Charter School envisions students who identify and develop a strong fondness or enthusiasm for a subject, topic or venture which they cultivate through the course of their academic endeavors.
2. *Resilience.* The Charter School envisions students who establish strategies to help them appropriately cope with and overcome challenges.

3. *Adaptability*. The Charter School envisions students who identify strategies to help them appropriately adjust to changes in their personal and academic environments and to reflect on their ongoing effectiveness as they mature.
4. *Flexibility*. The Charter School envisions students who demonstrate a willingness to compromise and/or adapt to changes or situations.
5. *Vision*. The Charter School envisions students who manifest idea creation beyond the obvious or practical, particularly in relation to problem solving.
6. *Self-Awareness*. The Charter School envisions students who develop an in-depth knowledge and understanding of personal strengths and weaknesses and how to use reflective practice to deepen ones' sense of self.
7. *Lifelong Learner*. The Charter School envisions students who identify avenues for ongoing exposure and growth in areas of interest.
8. *Acceptance of Failure for Growth*. The Charter School envisions students who identify strategies to cope with and overcome failure with a focus toward reflection on areas of personal growth.
9. *Motivation*. The Charter School envisions students who develop a working understanding of what inspires one to action.
10. *Tenacity*. The Charter School envisions students who demonstrate a willingness and/or ability to persevere when faced with challenges or adversity.

The dedicated Ivy Academia faculty provide an innovative and collaborative classroom environment that takes students beyond textbook learning. Students enjoy attending school daily to engage in a rigorous standards-based academic program while participating in community studies and entrepreneurial education. The blending of the CCSS and NGSS with the National Content Standards for Entrepreneurship Education, which is scaffolded by grade level to highlight proficiency expectations, provides the structure for student success. Focus on leadership, innovation and analysis drive student involvement in business skill building activities and entrepreneurship. The following chart details the strands of the National Content Standards for Entrepreneurship Education.

<i>Entrepreneurial Skills</i> The processes and traits/behaviors associated with entrepreneurial success.	
A	<i>Entrepreneurial Processes</i> Understands concepts and processes associated with successful entrepreneurial performance.
B	<i>Entrepreneurial Traits/Behaviors</i> Understands the personal traits/behaviors associated with successful entrepreneurial performance.
<i>Ready Skills</i> The basic knowledge and skills that are prerequisites or co-requisites for becoming a successful entrepreneur.	
C	<i>Business Foundations</i> Understands fundamental business concepts that affect business decision making.
D	<i>Communications and Interpersonal Skills</i> Understands concepts, strategies, and systems needed to interact effectively with others.

E	<i>Digital Skills</i> Understands concepts and procedures needed for basic computer operations.
F	<i>Economics</i> Understands the economic principles and concepts fundamental to entrepreneurship/small-business ownership.
G	<i>Financial Literacy</i> Understands personal money-management concepts, procedures, and strategies.
H	<i>Professional Development</i> Understands concepts and strategies needed for career exploration, development and growth.
<i>Business Functions</i> The business activities performed by entrepreneurs in managing the business.	
I	<i>Financial Management</i> Understands the financial concepts and tools used in making business decisions.
J	<i>Human Resources Management</i> Understands the concepts, systems, and strategies needed to acquire, motivate, develop, and terminate staff.
K	<i>Information Management</i> Understands the concepts, systems, and tools needed to access, process, maintain, evaluate, and disseminate information for business decision-making.
L	<i>Marketing Management</i> Understands the concepts, processes, and systems needed to determine and satisfy customer needs/wants/expectation, meet business goals/objectives, and create new product/service ideas.
M	<i>Operations Management</i> Understands the processes and systems implemented to facilitate daily business operations.
N	<i>Risk Management</i> Understands the concepts, strategies, and systems that businesses implement and enforce to minimize loss.
O	<i>Strategic Management</i> Understands the processes, strategies, and systems needed to guide the overall business organization.

Throughout the TK-12 experience, students learn the words and processes associated with a successful community, the attributes of a productive citizen and the importance of social responsibility. Students in grades Transitional Kindergarten through sixth grade participate in a weekly Ivy Community program in which they apply the skills learned throughout the school day. The Ivy Community program teaches 21st century skills such as critical thinking, teamwork and health and wellness awareness. At the beginning of each school year, TK-6th grade students participate in E-Universities with topic depending on their grade level span: TK-3rd grade- communication skills, customer service, marketing, and how to exchange money for goods; 4th-6th grade- advanced marketing ideas, writing resumes, interview skills, business law, leadership, management, and customer service. Upon completion of the E-Universities, the students begin to create and manage student-run businesses. TK-3rd grade students create businesses by classroom; these businesses are facilitated by the classroom teacher and mentored by 4th-6th grade students.

4th-6th grade students write an abbreviated business plan which once approved turn into student-run businesses. Students without approved business plan participate in a job fair where they apply for available jobs through submitting their résumé, completing a job application, and participating in an interview. Students receive a monthly paycheck and are required to pay taxes and rent. With the money left over, the students are required to create a budget and decide how to spend their money in other student-led businesses. Through the Ivy Community Entrepreneurial Program at the elementary level, students learn to be confident and responsible through jobs, paying bills, learning about law enforcement, and exploring the court system. Students in sixth grade also have additional business classes where they build additional entrepreneurial skills including business laws, investments, sales, leases, loans, and business development. Ivy Academia leadership students announce the beginning and end of Ivy Community and are responsible for student events and community service at the Charter School site.

At the middle school, students are exposed to business principles and skills, computers, elevator pitch, complete business plans and personnel handbooks. Select middle and high school students participate in Project ECHO, a year-long program that combines business fundamentals, mentoring, college field trips and activity-based learning. In high school, Ivy Academia's business classes are the culmination of entrepreneurial learning. Juniors participate in Business I, which focuses on a wide range of advanced business topics and professional applications. The Senior Business II class is the true consummation of entrepreneurial learning. Focused on leadership, ethics and legal considerations, this class concludes with their senior exit interviews and the submission of student portfolios. These portfolios provide evidence of successful mastery of rigorous subject matter instruction with an entrepreneurial focus. In addition to the creation of a portfolio, graduating seniors are required to complete work experience and community service hours prior to graduation. Promoting work experience and community service ensures our students research and gain exposure to both varied fields in the workforce and specific jobs.

Beyond the core business courses and programming offered, students also participate in enrichment courses that offer an in-depth look at specific business topics such as resume writing and interview skills, business law, public speaking, leadership, management and customer service. After completion of these courses, students operate their new business ventures, and have the opportunity to compete in an entrepreneurial convention (E-Convention) by presenting their businesses to public officials, community members, parents and friends. At the convention, students demonstrate their knowledge, and compete in multi-grade level challenges.

School-Wide Learner Outcomes or Expected School-Wide Learning Results ("ESLRs"), designed in accordance with the WASC Focus on Learning Guide, embody the goals and high expectations that are maintained for Ivy Academia students. ESLRs for the Charter School include:

Innovative

- Create and run businesses by writing a business plan, hiring employees through an interview process, developing a personnel handbook, and advertising marketing products
- Utilize the National Entrepreneurial Standards effectively to connect classroom learning to real-world experience
- Think creatively and critically to communicate cross-culturally through active collaboration

- Develop skills through hands-on, inquiry-based learning and active participation
- Evaluate and analyze information to present facts and evidence articulately, both orally and in writing

Visionary

- Discover, develop and pursue individual passions and career choices
- Possess the confidence to apply appropriate problem-solving processes to real life situations
- Demonstrate and execute positive problem-solving strategies
- Visualize themselves and the community in the future
- Utilize 21st century learning skills

Youth

- Broaden the local community beyond the West San Fernando Valley or Los Angeles County through service
- Knowledgeable about the world: politically economically, and culturally
- Exhibits interest in being a life-long learner
- Perform efficiently in a global environment
- Demonstrate college and career readiness

Ivy Academia has developed a research-based curriculum appropriate to its student demographics that includes the following: course offerings, textbooks, curriculum maps, pacing guides, sample lesson plans, interim assessments and intervention programs. This model is derived from the following continuum of research-based practices:

- Planning and Preparation: Based on *Essential Elements of Effective Instruction* by Madeline Hunter.
 - Hunter developed the teacher decision-making model for planning instruction known as Instructional Theory in Practice. This approach uses direct instruction as the framework for planning and delivery. The approach is fast-paced and provides constant interaction with students.
- Assessment and Learning: Based on *Understanding by Design: Backwards Design* by Jan McTighe and Grant Wiggins.
 - The emphasis of Understanding by Design is on backward planning—the practice of identifying desired outcomes through specific curriculum units, performance assessments, and classroom instruction that will enable students to achieve these desired outcomes. Educators establish goals of each lesson using common core standards, plan performance tasks, and measurable evidence that quantifies understanding. Learning activities are intended to lead students to desired results.
- Instructional Strategies: Based on *Teach Like a Champion* by Doug Lemov.
 - Lemov offers innovative teaching techniques to assist educators to become more effective.
- Classroom Environment: Based on *Capturing Kids' Hearts*.

- This program enables educators to create high-achieving centers of learning by strengthening students' connectedness to others through enhancing healthy bonds while establishing collaborative agreements of acceptable behavior. Educators who are passionate about the subject and care for the welfare and success of his/her students, are provided engaging strategies that challenge students and raise them to a higher level of performance.
- Culturally Responsive Pedagogy: Based on Pedagogy of the Oppressed by Paulo Freire.
 - Freire proposes a pedagogy with a new relationship between teacher, student, and society. This approach abandons the traditional model for one in which the student learner is a co-creator of knowledge.

Ivy Academia students take developmentally appropriate college preparatory classes that are aligned to the CCSS and National Entrepreneurial Standards. High School students' courses meet the University of California/California State University (UC/CSU) A-G requirements. Currently, CCSS have been implemented in ELA, Math, and Science. History Social Studies ("HSS") have implemented Literacy into HSS. Elementary and middle school students are required to demonstrate mastery of standards in order to promote to the next grade level. Mastery is evaluated using multiple assessments (e.g., unit assessments, NWEA benchmarks, CAASPP results, team recommendation). All high school students are required to earn a minimum of 220 credits to graduate. Ivy Academia's graduation requirements align with state graduation requirements for noncharter high schools. and emphasize, but are not limited to, the traditional subjects of Math, Science, English, History, and Foreign Language. These subjects are presented in ways that are more responsive to the backgrounds and lives of Ivy Academia's students. In addition to core subjects, the Charter School offers a variety of electives to TK-12 students. In elementary, students are exposed to Fine Arts, Computer Skills, and Entrepreneurialism (e.g., Ivy Community). At the secondary level, students have opportunities to fulfill A-G requirements through Visual and Performing Arts and Entrepreneurialism (e.g., Business Economics, Entrepreneurialism, and Chicano Studies).

A component of Ivy Academia's PLC time requires educators to develop regular assessments and use the data to increase student achievement, pacing plans (to be used for internal assessments and to align CCSS to National Entrepreneurial Standards) to guide and define the scope and sequence of curriculum taught at the Charter School in regard to the four core subject areas identified by California's State Board of Education. Additionally, this progress monitoring will ensure students meet the CDE's College/Career Indicator. At the elementary level, faculty work together to develop grade-level CCSS-aligned common assessments to regularly monitor student progress and provide recommendations for enrichment and intervention. Similar to the elementary, the secondary school uses multiple assessments to outline individual academic pathways.

Parents of high school students are notified about the transferability of courses and the eligibility of courses to meet college entrance requirements through the Parent-Student Handbook and meetings with counselors. Every transfer student participates in an intake meeting, which includes a review of his/her transcript and verification of meeting graduation and college eligibility requirements.

Counselors work with secondary students to develop, implement, and monitor academic plans that fulfill both Charter School and UC/CSU A-G requirements. The master schedule is carefully developed to ensure sufficient intervention and enrichment courses are available for the student population. In Middle School, counselors organize college visitations to local universities. Students are exposed to the necessary requirements, and they attend presentations from former alumni who currently attend college as well as seniors who share personal experiences and reflections about the process. Middle school students are educated about college readiness, using their results from the PSAT 8/9. In high school, all students are educated on college readiness requirements for university matriculation.

The following table represents the college planning schedule that has been adopted by Ivy Academia.

9 th Grade	<ul style="list-style-type: none"> · Meet with counselor a minimum of once per semester to review progress · Learn about college readiness and attend college visitations · Participate in PSAT 8/9 · Attend presentations by former college-attending alumni · Attend presentations by current seniors participating in admissions process · Identify career interests
10 th Grade	<ul style="list-style-type: none"> · Meet with counselor a minimum of once per semester to review progress · Review about college readiness and attend college visitations · Participate in PSAT 10 · Attend presentations by former college-attending alumni · Attend presentations by current seniors participating in admissions process · Narrow career interests and identify universities that offer preparation
11 th Grade	<ul style="list-style-type: none"> · Meet with counselor a minimum of once per semester to review progress · Review about college readiness and attend college visitations · Participate in PSAT/NMSQT · Identify universities for admissions process · Attend two-month SAT preparation course · Take SAT/ACT in June · Attend presentations by former college-attending alumni · Attend presentations by current seniors participating in admissions process
12 th Grade	<ul style="list-style-type: none"> · Meet with counselor a minimum of once per semester to review progress · Visit colleges · Take SAT/ACT in October, if necessary · Apply for college admissions with counselor supervision · Apply for CalGrant with counselor supervision · Apply for FAFSA with counselor supervision · Apply for scholarships with counselor supervision

Below is an outline of Ivy Academia's elementary, middle, and high school curriculum. Administration and faculty may make adjustments to the Charter School's master schedule and add additional courses in order to meet union negotiations and specific needs of students. Faculty are provided with professional development to support their implementation of curriculum and the use of data to inform instruction. The recommended curriculum is based upon the CCSS for ELA and Math, Next Generation Science Standards (NGSS), as well as the California State Content Standards and Literacy CCSS for History and Social Science—these are aligned to the National Entrepreneurial Standards, as outlined in individual pacing guides. All literature and textbooks are aligned to CCSS and NGSS curricula.

Focus	Overview	Assessment Tools
ELA	Students will read at grade level with comprehension, listen with deep understanding, speak with meaning and possess familiarity with literary works. Grade level appropriate works of literature and non-fiction expository text will be read and analyzed by students each academic year. All students will develop an increased depth, sophistication, and understanding of the English language.	<ul style="list-style-type: none"> · On-going classroom formative and summative assessments · Performance examination · Writing portfolios · CAASPP · AP Exams
Mathematics	Students will gain knowledge at grade level in the subjects of Elementary Mathematics, Pre-Algebra, Algebra, Geometry, Measurement and Statistics. All students will study conceptual learning and understanding of the decimal system, linear counting, fraction, problem solving, graphs, statistical analysis, practical application problems, money and four basic mathematical operations such as addition, subtraction, division and multiplication. Daily concrete to abstract real life problems around the Charter School and in everyday life involving credit cards, loans and so on will reinforce applications of all mathematical skills.	<ul style="list-style-type: none"> · On-going classroom formative and summative assessments · Math portfolios · Performance examinations · CAASPP · AP Exams
Social Science/ History	Students will study, at grade level, various cultures, traditions, the concept of historical time, and timelines. They will develop research skills related to chronological, spatial thinking and historical interpretation.	<ul style="list-style-type: none"> · On-going classroom formative and summative assessments · Research writing · Portfolios · CAASPP · AP Exams
Social Science/ Geography	Students will focus at grade level on cultural, economic and physical geography. They will learn the globe, land forms, hydrosphere, continents, land and water formations, flora, fauna, landscapes, countries, US states, people of the continents, maps and flags.	<ul style="list-style-type: none"> · On-going classroom formative and summative assessments · Research writing · Portfolios · Reflection journal
Science	Students will be engaged at grade level in fascinating worlds of botany, zoology, human anatomy, animal kingdom, ecology, chemistry, physics, astronomy, and geology. They will be able to differentiate between living and non-living things, learn basic characteristics of animals and plants as well as do an extensive observation of animals and plants in nature. Students will study the development of life on Earth, molecular theories, elements of compounds, table of elements, health and nutrition.	<ul style="list-style-type: none"> · On-going classroom formative and summative assessments · Research writing · Portfolios · Science Fair · Science journal · Experiment/Lab journal · CAASPP · AP Exams
Human Dev/ Life Skills/	This area of the curriculum focuses on developing grade and age appropriate skills to allow students to	<ul style="list-style-type: none"> · Participation record · Reflection journal

Character Education	effectively deal with the social and physical environment in which he/she lives. Students will participate in self-discovery, building self-esteem and the ability to work cooperatively with others.	
Music Appreciation	Students will embrace the study, at grade level, of biographies of various composers throughout different time eras. They will be introduced to various styles of music such as pop, country, classical, rock, and will gain knowledge and appreciation for different genres and musical instruments around the world.	<ul style="list-style-type: none"> · Participation · Records · Music journal
Art Appreciation	Students will study, at grade level, various techniques and styles of artists from different historical periods such as Renaissance, Baroque, and Modernism. Their hands-on experience with various media such as oil painting, tempura, sculpture, architecture will complement their in-class learning.	<ul style="list-style-type: none"> · Participation records · Art portfolio
Physical Education	Students will gain grade level knowledge, fundamental physical skills, and appreciation of techniques and strategies related to various sports through active participation and observation. Emphasis will be placed on teamwork and cooperation.	<ul style="list-style-type: none"> · On-going formative and summative assessments · Achievement statistical analysis · Physical Fitness Test
Foreign Language	Students will be offered Spanish in grades 9-12. Over the years they will develop oral, written, listening and speaking skills in Spanish. In addition to language skills, student will be exposed to the countries, culture, literature and traditions. Ivy Academia is exploring an enrichment course of study in Spanish to teach basic oral and written communication skills and exposure to rich culture of Spanish speaking countries.	<ul style="list-style-type: none"> · On-going classroom formative and summative assessments · AP Exam

The following charts below outline courses offered within the school-wide master schedule. The course outlines below also articulate the sequence in which curriculum is taught throughout TK-12.

Elementary/Middle School	Content Areas
Grades K-5	<ul style="list-style-type: none"> · Language Arts · Mathematics · Social Science · Science · Physical Education · Entrepreneurialism · Character Development · Art · Music · Universal Access (ELD, Remediation, Enrichment)

Grades 6-8	<ul style="list-style-type: none"> · Language Arts · Mathematics* · Social Science · Science · Physical Education · Entrepreneurialism/Business · Art · Music · Universal Access (ELD, Remediation, Enrichment)
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* Indicates core/college preparatory courses.

High school students are required to fulfill a minimum of 220 credits for graduation eligibility. Students may be assigned to an upper level mathematics and foreign language level, depending on his/her academic readiness, teacher recommendation and as demonstrated proficiency in pre-requisite courses.

9 th Grade	10 th Grade	11 th Grade	12 th Grade
English* Algebra I* Biology* Health† Geography* AP Geography* Spanish I* Physical Education† Freshman Seminar†	English* Geometry* <i>Science</i> Chemistry* AP Biology* World History* AP World History* Spanish II* Physical Education† Visual Art* Chicano Studies*	English* AP Language* <i>Math</i> Algebra II* Pre-Calculus* AP Statistics* Business Math† <i>Science</i> Physics* Organic Chemistry* US History* AP US History* Spanish III* Business Economics* Journalism* Yearbook†	English* AP Literature* <i>Math</i> AP Calculus AB* AP Calculus BC* AP Chemistry* Anatomy & Physiology* Government* AP Government* Economics* AP Spanish* Business Econ & Entrepreneurialism* Drama*

* Indicates core/college preparatory courses. † Indicates non-core/non-college preparatory courses.

Summary descriptions of each grade level's typical day can be found below. Honors courses are offered to students in grades 6-10. AP courses are offered in grades 9-12. Students in need of intervention are enrolled in Math and/or ELA courses throughout TK-12. These services are provided by both Title I and Special Education faculty and staff. At the secondary level, these courses will replace a student's elective course.

Entrepreneurialism in the K-6 Classroom: The students will be learning through the National Entrepreneurial Content Standards about economics by working at a classroom job, earning classroom money, and running a classroom business. Students will learn how to make choices and decisions as consumers and producers. Students will be introduced to business vocabulary words in order to better understand the components necessary for success. Students will meet expected entrepreneurial standards including but not limited to, appropriate use of time management skills, demonstration of interest and enthusiasm, and applying effective listening

skills along with supply and demand and profit and loss through their Ivy Community business. Student leadership is demonstrated through Public Relations Officers who greet and give classroom tours to visitors and Student Council participation.

Transitional Kindergarten

The Transitional Kindergarten program is a two-year modified curriculum that is aligned to the California Preschool Learning Foundations.

The following details the curriculum delivered in the Transitional Kindergarten/Kindergarten classrooms:

ELA: Students will learn the alphabet and the basic features of letters and words. They will break down spoken and written words into syllables and letters and identify the sounds each letter makes. These important skills will enable students to learn new words and to read and understand simple books and stories. With prompting and support, students will interact with literature and informational text by asking and answering questions and identifying details and main events. Students will discuss, draw, and write about what they read and learn. Students will also learn to write and share information in a variety of ways, including drawing, writing letters, and words, listening to others, and speaking aloud. Students learn introductory vocabulary and communication skills dealing with entrepreneurial concepts. Students are also taught to follow directions in the work place and how to communicate through role playing in a business setting like customer service.

Social Studies: Children first begin to understand that school is a place for learning and working. They learn to share, to take turns, to respect the rights of others and to take care of themselves and their own possessions. These are learnings that are necessary for good civic behavior in the classroom and the larger society. Children also discover how other people have learned and worked together by learning about times past through selected literature. Students learn different types of vocations and start thinking about what careers they might like to have in the future.

Mathematics: Instructional time focuses on two critical areas: representing and comparing whole numbers, initially with sets of objects, and describing shapes and space. More learning time in Kindergarten should be devoted to numbers. Students also get hands on experience with financial exchanges. They understand you have to exchange money for goods or services.

Science: Kindergarten science is an integrated, hands-on/minds-on, standards-based program. Students will study: matter and its properties; weather; rocks and minerals, and; life cycles. The teacher will use constructivist teaching to convey these exciting areas of science. Students brainstorm and develop ideas to implement into their school business. They experiment with business decisions that were successful or unsuccessful.

Visual Arts: Students first encounter visual art at the kindergarten level as an integral part of a variety of creative and developmentally appropriate experiences in art making. Art concepts are taught through activities based on the elements of design: line, color, shape, texture, space, and form. The purpose of these activities is to help students develop

awareness of, and appreciate for, the skills in communicating through art. Through exploration of varied media, including drawing, painting, printmaking, textiles and sculpture, students learn basic art making skills while developing critical and creative thinking skills. Students work on marketing skills by learning to create advertisement during Ivy Community. They also create products using supplies and materials in the classroom.

Physical Education: This course is designed to give students the opportunity to learn through a comprehensive sequentially planned Physical Education program in accordance with the California Physical Education Framework. The emphasis is on how students move in their environment. Students will learn fundamental locomotor (running, hopping, skipping, jumping, leading, sliding, galloping), non-locomotor (bending, twisting, turning, rocking, swaying, balancing, stretching, pushing, and pulling), and manipulative (rolling, throwing, catching, bouncing, kicking) skills. Students will participate in a wide variety of activities that involve locomotor, non-locomotor and manipulative skills, fitness concepts and fitness development exercises. Students will participate in a variety of movement activities leading to experiences of personal feelings of success. Units of instruction include fitness, body image, manipulatives, and accepting and expressing ideas through movement. Students demonstrate leadership skills by taking turns as team captain, decision making on strategies to use to win a game, team building skills through the use of communication, collaboration and conflict resolution as commonly employed in the business world.

The following details the curriculum delivered in the First-Grade classrooms:

ELA: Students will build important reading, writing, speaking, and listening skills. Students will continue to learn the letters and sounds that make up words. They will read and listen to stories, articles, and other sources of information. They will practice asking and answering questions about what is read. Students will participate in class discussions by listening and responding to what others are saying. They will think, talk, and write about what they learn. They will write to describe an event, provide information on a topic, or share an opinion. In their writing, students will work on putting together clear sentences on a range of topics using a growing vocabulary. Students will learn entrepreneurial concepts through literature and through participation in E-University activities (i.e. personal narratives).

Social Studies: Children are ready to learn more about the world they live in and about their responsibilities to other people. They begin to learn how necessary it is for people and groups to work together and how to resolve problems that get in the way of cooperation. Children develop a deeper understanding of cultural diversity and learn to appreciate the many different people and ways of life that exist in the larger world. Entrepreneurial concepts are integrated through participation in career day, demonstrating knowledge of good and services and business etiquette.

Mathematics: Instructional time focuses on four critical areas: developing understanding of addition, subtraction, and strategies for addition and subtraction within 20; developing understanding of whole number relationships and place value, including grouping in tens and ones; developing understanding of linear measurement and measuring lengths as iterating length units; and reasoning about attributes of and composing and decomposing geometric

shapes. Entrepreneurial concepts are integrated through identifying and counting money, banking and savings.

Science: First Grade science is an integrated, hands-on/minds-on, standards-based program. Students will study: changes in states of matter; forces; seasonal changes, and; the ocean and its effects on humans. Faculty incorporates constructivist teaching to convey these exciting areas of science. Entrepreneurial concepts are taught through real life experiences (i.e. field trip to the zoo and a working farm).

Visual Arts: Students first encounter visual art at the kindergarten level as an integral part of a variety of creative and developmentally appropriate experiences in art making. Art concepts are taught through activities based on the elements of design: line, color, shape, texture, space, and form. The purpose of these activities is to help students develop awareness of, and appreciate for, the skills in communicating through art. Through exploration of varied media, including drawing, painting, printmaking, textiles and sculpture, students learn basic art making skills while developing critical and creative thinking skills. Entrepreneurial concepts are taught when students learn how to advertise and market their products.

Physical Education: This course is designed to give students the opportunity to learn through a comprehensive sequentially planned Physical Education program in accordance with the California Physical Education Framework. The emphasis is on moving through space and time. Students will learn to demonstrate the qualities of movement (space, time, force, flow, levels, directions, and pathways) as they perform a variety of fundamental locomotor (running, hopping, skipping, jumping, leading, sliding, galloping) and non-locomotor (bending, twisting, turning, rocking, swaying, balancing, stretching, pushing, and pulling) skills. Students will learn to manipulate objects with purposeful movement (throwing, catching, striking, kicking, bouncing, and rolling). Students will participate in a variety of fitness development exercises. Students will learn playground rules and safety for self and others. Units of instruction include social skills, fitness, movement qualities, and manipulatives. Students demonstrate leadership skills by taking turns as team captain, decision making on strategies to use to win a game, team building skills through the use of communication, collaboration and conflict resolution as commonly employed in the business world.

The following details the curriculum offered in the Second-Grade classrooms:

ELA: Students will continue to build important reading, writing, speaking, and listening skills. Students will build on foundational reading skills, strengthening their ability to read fluently and decode more complex text. They will think, talk, and write about what they read in a variety of texts, such as stories, books, articles, and other sources of information including the Internet. In collaborative discussions, students will learn how to build on what others are saying. They will write to describe an event, provide information on a topic, or share an opinion. In their writing, students will learn how to develop a topic and strengthen their skills by editing and revising. Students will display collaboration through discussion topics. During discussions students can lead others to positive statements. They apply

effective listening skills by building on peer statements. Through discussion students can also use proper grammar and vocabulary.

Social Studies: Students are ready to learn about people who make a difference in their own lives and who made a difference in the past. People who make a difference in the child's world are those who care for him or her, those who supply the goods and services necessary for daily life, and those extraordinary men and women who made a difference in our nation and in the world community. Students engage in discussion and activities which value diversity. Students distinguish between economic goods and services.

Mathematics: Instructional time should focus on four critical areas: extending understanding of base-ten notation; building fluency with addition and subtraction; using standard units of measure; and describing and analyzing shapes. Students use money effectively and recognize types of currency such as bills and coins. They demonstrate problem-solving skills.

Science: Second Grade science is an integrated, hands-on/minds-on, standards-based program. Students will study: relationship between matter & gravity; identifying sound and light as energy forms; major landforms; oceans effects on humans; relate that fossils are used to learn the past; organisms are categorized based on physical features; and describe changes in ecosystems. Through research projects, students demonstrate writing/publishing applications. During teamwork, students can enlist others in working toward a shared vision and demonstrate creativity.

Visual Arts: As they progress through grade 2, students receive sequential learning experiences in an early childhood art education program that encompass art history, art criticism, aesthetics, and production. Art concepts are reinforced and strengthened through activities based on the elements of art and principles of design. Throughout the program, students engage in various forms of communication, utilizing a rich art vocabulary and a variety of technological resources. Through exploration of varied media, including drawing, painting, printmaking, textiles and sculpture, students learn basic art making skills while developing critical and creative thinking skills. Students portray creativity through art activities. Directions to complete tasks will be followed by applying effective listening skills.

Physical Education: This course is designed to give students the opportunity to learn through a comprehensive sequentially planned Physical Education program in accordance with the California Physical Education Framework. The emphasis is on how students move with one another in space. Students will learn to work cooperatively with a partner. They will learn to demonstrate the qualities of movement (space, time, force, flow, levels, directions, and pathways) as they perform a variety of fundamental locomotor (running, hopping, skipping, jumping, leading, sliding, galloping) and non-locomotor (bending, twisting, turning, rocking, swaying, balancing, stretching, pushing, and pulling) skills. Students will learn to manipulate objects with a partner (throwing, catching, striking, kicking, bouncing, and rolling). Students will learn fitness concepts and participate in a variety of fitness development exercises. Students will learn playground rules related to the use of equipment, safety and games. Units of instruction include social skills, fitness, movement education, and manipulatives. Students set their own personal goals for their fitness routines. They will also display a positive

attitude during physical activities or courses. In addition, students are able to recognize others' efforts and participate as a team member in group activities. Students demonstrate leadership skills by taking turns as team captain, decision making on strategies to use to win a game, team building skills through the use of communication, collaboration and conflict resolution as commonly employed in the business world.

The following details the curriculum delivered in the Third-Grade classrooms:

ELA: Students will build important reading, writing, speaking, and listening skills. They will think, talk, and write about what they read in a variety of articles, books, and other texts including history, social studies, and science. In collaborative discussions, students will build on the ideas of others by listening, asking questions, and sharing ideas. Students will gather information from books, articles, and online sources to build understanding of a topic. They will begin to write research or opinion papers over extended periods of time. In their writing, students will pay more attention to organizing information, developing ideas, and supporting these ideas with facts, details, and reasons. Students engage in written and oral communication. Reading skills translate into comprehending foundational business information.

Social Studies: Third grade students can begin to think about our place in the world and how past events have shaped our current society. By exploring various cultures, they can develop an understanding of diversity and how this effects our world today. Students are introduced to explorers who have visited, those who have settled here, and the influence we all have on our community. Teachers introduce students to American heroes and the risks they took in their lives that have contributed to our freedom. Third grade social studies also include understanding the economy, including how producers use various types of resources to produce goods and services. Students learn about producers and consumers and the importance of trade throughout history.

Mathematics: Instructional time should focus on four critical areas: developing understanding of multiplication and division and strategies for multiplication and division within 100; developing understanding of fractions, especially unit fractions (fractions with numerator 1); developing understanding of the structure of rectangular arrays and of area; and describing and analyzing two-dimensional shapes. Students enhance their problem-solving skills and the relationship between business and math.

Science: Third grade science is an integrated, hands-on/minds-on, standards-based program. Students will study: simple Machines and their effect on forces; the water cycle; rock classification and how rocks were formed; effects of plate tectonics; how the Earth, Moon, and Sun interact; the structure of the Solar System; natural selection and its effects on populations; and how the Sun's energy flows through ecosystems. Students study the inventors throughout history that have created new business's and products.

Visual Arts: As they progress through grade 3, students receive sequential learning experiences in an early childhood art education program that encompass art history, art criticism, aesthetics, and production. Art concepts are reinforced and strengthened through activities based on the elements of art and principles of design. Throughout the program,

students engage in various forms of communication, utilizing a rich art vocabulary and a variety of technological resources. Through exploration of varied media, including drawing, painting, printmaking, textiles and sculpture, students learn basic art making skills while developing critical and creative thinking skills. Students learn and connect the components of advertising.

Physical Education: This course is designed to give students the opportunity to learn through a comprehensive sequentially planned Physical Education program in accordance with the California Physical Education Framework. The emphasis is on how students react and respond to others and perform well-defined combinations of movements. Students will learn to develop patterns and combinations of movements using locomotor and non-locomotor skills. Students will continue to learn to manipulate objects with a partner (throwing, catching, striking, and kicking). Students will learn to analyze their performance in order to learn or improve a movement skill. Students will continue to learn fitness concepts and participate in a variety of fitness development exercises. Students will learn playground rules related to the use of equipment, safety and games. Units of instruction include social skills, fitness, movement education, and manipulatives. Students connect the importance of team building and collaboration. Students demonstrate leadership skills by taking turns as team captain, decision making on strategies to use to win a game, team building skills through the use of communication, collaboration and conflict resolution as commonly employed in the business world.

The following details the curriculum delivered in the Fourth-Grade classrooms:

ELA: Students will continue to build important reading, writing, speaking, and listening skills. They will read more challenging literature, articles, and other sources of information and continue to grow their vocabulary. They will also be expected to clearly explain in detail what they have read during collaborative discussions by referring to details or information from the text. They will learn how to take notes and organize information from books, articles, and online sources to learn more about a topic. In writing, students will organize their ideas and develop topics with reasons, facts, details, and other information. They will also write research or opinion papers over extended periods of time. Students create and compose a business plan. They learn customer service skills and ways to communicate professionally both verbally and written.

Social Studies: The story of California begins in pre-Columbian times, in the culture of the Native American Indians who lived here before the first Europeans arrived. The history of California becomes a story of successive waves of immigrants from the sixteenth century through modern times and the enduring marks they left on the character of the state. Children study the Spanish explorers and the Spanish-Mexican settlers of the mission and rancho period. They also learn about the Americans who established California as a state and how it developed into an agricultural and industrial economy. They study about Asian immigrants and how they supplied a new supply of labor during the building of the transcontinental railroad, agriculture and industry. Fourth grade students learn about the daily lives, adventures, and accomplishments of all its different cultures and how this energy formed the state and shaped its history. Students learn about the goods and services of nations. They also learn about inventors' patents and establish inventions.

Mathematics: Instructional time should focus on three critical areas: developing understanding and fluency with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit dividends; developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers; understanding that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry. Students learn how to create a budget and how business is impacted by sales and expenditures through profit and loss.

Science: Fourth grade science is an integrated, hands-on/minds-on, standards-based program. Students will study: simple atomic and molecular structure; the sun's effects on air; how charged particles exert electrical and magnetic forces; the cell as the basic unit of life, describing its parts and functions; the theory of evolutionary change; the roll of diversity and interaction in ecosystems; classification of rocks and how they are formed; and how energy can be transformed from one form to another. The teacher will use constructivist teaching to convey these exciting areas of science using the NGSS. Students learn how to work in groups as a team and begin to focus on shared accountability and the part each play in the team toward the end product.

Visual Arts: Students in the elementary art education program build on the sequential learning experiences of the early childhood program that encompass art history, criticism, aesthetics, and production. Art concepts are reinforced and strengthened through activities based on the elements of art and principles of design. Through self-reflection, which includes dialogue, reading, and writing, students analyze each component of their arts education as well as their own personal growth. Students make connections between art and other disciplines while they utilize art community resources. Through exploration of varied media, including drawing, painting, printmaking, textiles and sculpture, students learn basic art making skills while developing critical and creative thinking skills. Students create slogans, logos and other forms of advertisement.

Physical Education: This course is designed to give students the opportunity to learn through a comprehensive sequentially planned Physical Education program in accordance with the California Physical Education Framework. The emphasis is on manipulating objects in and through space. Students will learn to demonstrate the correct techniques for using manipulatives including throwing, catching, striking, kicking, trapping, and dribbling. Students will learn to analyze their performance in order to learn or improve a movement skill. Students will continue to learn fitness concepts, participate in a variety of fitness development exercises, and learn to assess their personal fitness. Working together as part of a group, students will learn to appreciate personal differences and value the rights of others. Units of instruction include playground rules and games; fitness pre- and post-testing; jump rope; throwing, rolling, and catching; striking with hands; striking with implements; striking with feet; new games; parachutes; rhythms and dance. Students demonstrate leadership skills by taking turns as team captain, decision making on strategies to use to win a game, team building skills through the use of communication, collaboration and conflict resolution as commonly employed in the business world.

The following details the curriculum delivered in the Fifth-Grade classrooms:

ELA: Students will continue to build important reading, writing, speaking, and listening skills. They will read more challenging literature, articles, and other sources of information and continue to grow their vocabulary. Students will also be expected to understand and clearly summarize what they have learned from readings and collaborative discussions, referring to specific evidence and details from the text. Students will write regularly and continue to develop their ability to gather, organize, interpret, and present information. They will also write research or opinion papers over extended periods of time. Students write business plans and resumes. They complete classroom job applications then participate in practice interviews as both interviewer and interviewee.

Social Studies: The course for grade five presents the story of the development of the nation, with emphasis on the period up to 1850. It focuses on the creation of a new nation and how the waves of immigrants from all parts of the globe brought their traditions to this country. Students examine the major pre-Columbian settlements, the European Explorers and the early settling of the Colonies. Next, they study the causes of the Revolutionary War and the major battles, including the surrender at Yorktown. They also learn about the daily lives of those who built the young republic under the new Constitution. The year ends with students examining the beginning of the pioneer settlements. Students create a commercial to promote colonization of Mars. Students draw connections between the colonization of Mars and American Colonization. Through this ongoing project, entrepreneurial skills of marketing and presentation are reinforced.

Mathematics: Instructional time should focus on three critical areas: developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions); extending division to 2-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations; and developing understanding of volume. Students learn about job functions of service industry staff through calculations of tax and tip in conjunction with learning about decimals. Stock market analysis on 3 stocks watched over 10 days.

Science: Fifth Grade science is an integrated, hands-on/minds-on, standards-based program. Students will study: the atomic structure of elements and compounds; the organization of the Periodic Table; the Sun and that its effect on air results in changing weather patterns; the Earth's layers; the relationship between plate tectonics and convection currents; objects and processes outside our Solar System; inherited and genetic characteristics; anatomical systems and how they work together to maintain life. The teacher will use constructivist teaching to convey these exciting areas of science engaged in lab activities using the NGSS. Students complete a water rights project focusing on water as a natural resource or commodity. Students compare and contrast bottled water and natural water and create infographics used for marketing purposes or advertisements.

Visual Arts: Students in the elementary art education program build on the sequential learning experiences of the early childhood program that encompass art history, criticism, aesthetics, and production. Art concepts are reinforced and strengthened through activities based on the elements of art and principles of design. Through self-reflection, which includes dialogue, reading, and writing, students analyze each component of their arts education as well as their own personal growth. Students make connections between art and other disciplines while they utilize art community resources. Through exploration of varied media, including drawing, painting, printmaking, textiles and sculpture, students learn basic art making skills while developing critical and creative thinking skills. Students create advertisements for Ivy Academia businesses for Ivy Community, their Mars colonization project as well as figurative language advertisements.

Physical Education: This course is designed to give students the opportunity to learn through a comprehensive sequentially planned Physical Education program in accordance with the California Physical Education Framework. The emphasis is on manipulating objects with accuracy and speed. Students will continue to learn the correct techniques for using manipulatives including throwing, catching, striking, kicking, trapping, and dribbling. Students will continue to learn to analyze their performances in order to learn or improve a movement skill. Students will continue to learn fitness concepts, participate in a variety of fitness development exercises, assess their personal fitness, compare their scores to a health-related standard, and set goals for improvement or maintenance. Working in small groups, students will learn to accept personal differences (maturity levels, physical differences, physical abilities, cultures, and gender differences). Units of instruction include playground rules and games; fitness pre- and post-testing; jump rope; throwing, rolling, and catching; striking with hands; striking with implements; striking with feet; new games; parachutes; rhythms, dance, and cultural games. Students demonstrate leadership skills by taking turns as team captain, decision making on strategies to use to win a game, team building skills through the use of communication, collaboration and conflict resolution as commonly employed in the business world.

The following details the curriculum delivered in the Sixth-Grade classrooms:

ELA: By using a wide variety of historical and fictional texts, students engage in rigorous skill building in the fields of literary response and analysis, reading comprehension, and vocabulary development. They examine newsworthy current events that affect their present time. The program uses hands-on student-centered project-based curriculum. By using core literature in tandem with the historical and fictional texts found in rigorous skill building in the fields of literary response and analysis, reading comprehension, and vocabulary development. Through strategies found in Step Up to Writing, students develop writing skills in the areas of informative, argument, and narrative writing. By engaging in hands on, collaborative, student centered activities, students develop entrepreneurial skills such as public speaking, presenting, report writing, and collaboration.

Social Studies: Students in grade six expand their understanding of history by studying the people and events that ushered in the dawn of the major Western and non-Western ancient civilizations. Geography is of special significance in the development of the human story. Continued emphasis is placed on the everyday lives, problems, and accomplishments of

people, their role in developing social, economic, and political structures, as well as in establishing and spreading ideas that helped transform the world forever. Students develop higher levels of critical thinking by considering why civilizations developed where and when they did, why they became dominant, and why they declined. Students analyze the interactions among the various cultures, emphasizing their enduring contributions and the link, despite time, between the contemporary and ancient worlds. The program uses hands-on student-centered project-based curriculum.

Mathematics: This course uses the Glencoe California Math curriculum in conjunction with the Common Core State Standards and the National Content Standards for Entrepreneurship Education to prepare students for their 7th grade Pre-Algebra course on their way to a rigorous college preparatory math series in the upper grades. Using the 4 C's (create, collaborate, communicate and critical thinking) students use problem-solving strategies, questioning, investigating, analyzing, gathering and constructing evidence, and communicating rigorous arguments regarding real world situations and problems justifying their thinking. The course helps students to develop multiple strategies to solve problems and to recognize the connections between concepts in math, entrepreneurial skills and financial literacy management.

Integrated Science for 6th grade: This course is based on the Next Generation Science Standards and the use of the LAUSD suggested integrated model in conjunction with the National Content Standards for Entrepreneurship Education. During class time, students develop skills using various formats: lectures, labs, readings, exams, computer-assisted research, Socratic discussions, and individual and group projects. Faculty strives to instill true curiosity and interest using cross cutting concepts, science and engineering practices and disciplinary core ideas including digital skills and information management.

Visual Arts: Students in the elementary art education program build on the sequential learning experiences of the early childhood program that encompass art history, criticism, aesthetics, and production. Art concepts are reinforced and strengthened through activities based on the elements of art and principles of design. Through self-reflection, which includes dialogue, reading, and writing, students analyze each component of their arts education as well as their own personal growth. Students make connections between art and other disciplines while they utilize art community resources. Through exploration of varied media, including drawing, painting, printmaking, textiles and sculpture, students learn basic art making skills while developing critical and creative thinking skills. Students create slogans, logos and other forms of advertisement.

Physical Education: Physical fitness and awareness of the human body is important to the health and well-being of all students. This is achieved by providing a comprehensive Physical Education Curriculum. The PE curriculum focuses on developing an understanding of the correlation between mental and physical conditioning. The course consists of constantly varied, functional movements that deliver a fitness that is broad, inclusive, general and scalable for any participant at any level. Workouts increase physical competence in 10 fitness domains: Cardiovascular and Respiratory Endurance, Stamina, Strength, Flexibility, Power, Speed, Coordination, Agility, Balance, and Accuracy. Athletics consist of playing

active games, learning specific sports-related skills, and competition. Students play basketball, team handball, and a variety of other active games. Students demonstrate leadership skills by taking turns as team captain, decision making on strategies to use to win a game, team building skills through the use of communication, collaboration and conflict resolution as commonly employed in the business world.

The following details the curriculum delivered in the Seventh-Grade classrooms:

ELA: Students analyze novels, short stories, poetry, and primary source documents to engage in rigorous skill building in the fields of literary response and analysis, reading comprehension, and vocabulary development. The yearlong essential question which guides the course's focus is "Does the individual control society or does society control the individual?" Students attend field trips and meet guest speakers. This ELA course integrates visual arts, dramatic arts, music, politics, philosophy, history, literature, and current events. Students are given weekly prompts for both verbal and written response, discussing the appropriate format(s) for effective communication in a business setting. During instruction, students are often instructed to answer several questions as part of character development that relate to the type of jobs/career paths. For example, "What type of job/career would this character be best suited for, given their character traits?". Additionally, students work on group projects that make connections between non-fiction texts and the possible effects on certain industries.

Social Studies: Students study the social, cultural, and technological changes that occurred in Europe, Africa, and Asia in the years A.D. 500-1789. The yearlong essential question which guides the framework of the course is "Does the individual control society or does society control the individual?" This question is explored through integrating major content area units. After reviewing the ancient world and the ways in which archaeologists and historians uncover the past, students study the history and geography of great civilizations that were developing concurrently throughout the world during medieval and early modern times. They examine the growing economic interaction among civilizations as well as the exchange of ideas, beliefs, technologies, and commodities. They learn about the resulting growth of Enlightenment philosophy and the new examination of the concepts of reason and authority, the natural rights of human beings and the divine right of kings, experimentalism in science, and the dogma of belief. Finally, students assess the political forces let loose by the Enlightenment, particularly the rise of democratic ideas, and they learn about the continuing influence of these ideas in the world today. Students analyze various genocides in Africa and around the world then develop a non-profit concept to help end the genocide. Students build Japanese pagodas analyzing structure, design and efficiency. Students play a chivalry game focusing on concepts of the economic and social structure of feudalism.

Mathematics: The course curriculum is the second of a three-year sequence of courses designed to prepare students for a rigorous college preparatory algebra. On a daily basis, students use problem-solving strategies, questioning, investigating, analyzing critically, gathering and constructing evidence, and communicating rigorous arguments justifying their thinking. Students learn in collaboration with others while sharing information, expertise, and ideas. The course helps students to develop multiple strategies to solve problems and to recognize the connections between concepts. Lessons in the course meet all the content

standards. Students apply effective listening and explain the impact of exchange rates on trade. They read and interpret a pay stub, learn to make withdrawals and deposits into a bank account. Students work together in groups and organize work and project management for others. Students use technology to learn spreadsheet applications, determine interests, develop a budget and monitor it and adjust prices to maximize profit.

Life Science: This course is based on the Next Generation Science Standards and is lab-based. Life Science is the continuation of the retelling of the story of life and the universe. Following up on grade 6's exploration of the beginnings of the universe, grade 7 students begin with the emergence of life on this planet. Students explore early life forms, multicellular life forms, the emergence of mammals, and the arrival of humans. Particular attention is paid to scientific investigations and lab skills. The curriculum culminates with a 5-day trip to Catalina Island. Entrepreneurialism is explored over the course of the year through a variety of real world application projects. Students create a scientist yearbook for an underrepresented scientist, map out the evolution of game creation. A focus on professional writing is demonstrated through letters to an assemblyman and L.A. parks and beaches supporting environmental programs such as the free Ocean Education day at Surf Rider Beach.

Visual Arts: Art concepts are reinforced and strengthened through activities based on the elements of art and principles of design. Through self-reflection, which includes dialogue, reading, and writing, students analyze each component of their arts education as well as their own personal growth. Students make connections between art and other disciplines while they utilize art community resources. Through exploration of varied media, including drawing, painting, printmaking, textiles and sculpture, students learn basic art making skills while developing critical and creative thinking skills. Students create slogans, logos and other forms of advertisement.

Physical Education: Physical fitness and awareness of the human body is important to the health and well-being of all students. This is achieved by providing a comprehensive Physical Education Curriculum. The PE curriculum focuses on developing an understanding of the correlation between mental and physical conditioning. The course consists of constantly varied, functional movements that deliver a fitness that is broad, inclusive, general and scalable for any participant at any level. Workouts increase physical competence in 10 fitness domains: Cardiovascular and Respiratory Endurance, Stamina, Strength, Flexibility, Power, Speed, Coordination, Agility, Balance, and Accuracy. Athletics consist of playing active games, learning specific sports-related skills, and competition. Students play basketball, team handball, and a variety of other active games. Students demonstrate leadership skills by taking turns as team captain, decision making on strategies to use to win a game, team building skills through the use of communication, collaboration and conflict resolution as commonly employed in the business world.

The following details the curriculum delivered in the Eighth-Grade classrooms:

ELA: English in the 8th grade year is thematically based. Focusing on the duality of human nature resulting from the "fall from innocence," 8th grade students read and discuss texts that highlight the conflict between our innate good and evil. They will also grapple with the

theme of courage, by examining and debating which characters are brave enough to take a stand against a group to stand up for their morals. Building skills is an equally important aspect of the course. There are four general areas on which we specifically concentrate: grammar, vocabulary, reading, and writing. Entrepreneurial connections are created through critical thought and analysis. Characters' motivations and traits are discussed and used to project their possible career paths; this leads to discussion and creation of job descriptions, cover letters, and resumes on the most basic level and mission statements and fictional businesses on the more advanced. The literature and non-fiction documents serve as catalysts for discussion of varying disciplines for real world application like epidemiology, journalism, politics, psychology, and sociology.

US History & Geography: Students study the ideas, issues, and events from the framing of the Constitution through World War I, with an emphasis on America's role in the war. After reviewing the development of America's democratic institutions founded on the Judeo-Christian heritage and English parliamentary traditions, particularly the shaping of the Constitution, students trace the development of American politics, society, culture, and economy and relate them to the emergence of major regional differences. They learn about the challenges facing the new nation, with an emphasis on the causes, course, and consequences of the Civil War. They make connections between the rise of industrialization and contemporary social and economic conditions. Students debate the Bill of Rights and how we apply freedoms (religious freedom, free speech, right to bear arms, etc.) in the modern world. Students practice entrepreneurial concepts of public speech and debate. Students analyze the National Bank in light of the modern Federal Reserve System. Students analyze and determine the role of banking and the government in commerce and business. Students analyze the Civil War and determine how economic systems (slavery & plantation) affect government and economic trends.

Algebra Readiness: This course is the third of a three-year sequence of courses designed to prepare students for a rigorous college preparatory algebra course. Students are required to use problem-solving strategies, questioning, investigating, analyzing critically, gathering and constructing evidence, and communicating rigorous arguments to justify their thinking. Students learn in collaboration with others while sharing information, expertise, and ideas. The course helps students to develop multiple strategies to solve problems and to recognize the connections between concepts. Lessons in the course meet all of the state content standards CCSS. Students engage in entrepreneurial concepts with algebra in a variety of real world applications including: demonstration of negotiation skills, calculation of advertising media costs, develop promotional plan for a business, describe cost/benefit analysis, demonstrate database applications, demonstrate spreadsheet applications, calculate breakeven point, conduct competitive analysis, correct errors with account, explain types of investments and implement procedure for managing debt.

Physical & Environmental Science: In this Next Generations Science Standards lab-based course, students will learn about the physical world, natural resources and ways in which it may be preserved. Students learn how human interactions with the environment affect ecosystems and the sustainability of natural resources. Students will explore strategies to prevent and or slow down deleterious effects of toxins, air pollutions, global warming, waste,

use of non-renewable energy sources, destruction of habitats and changing human environments. Through an exploration of a changing world, students will be able to make better choices in relation to the environment. Students delegate tasks in order to complete a project, prepare estimated/projected balance sheet, protect intellectual property rights and explain the ways technology has impacted business.

Visual Arts: Through a variety of mediums – paint, collage, clay, papier-mâché – children are given the opportunity to express themselves in new and creative ways in an ever more visual world. The work the children create are displayed throughout the Charter School. Art concepts are reinforced and strengthened through activities based on the elements of art and principles of design. Through self-reflection, which includes dialogue, reading, and writing, students analyze each component of their arts education as well as their own personal growth. Students make connections between art and other disciplines while they utilize art community resources. Through exploration of varied media, including drawing, painting, printmaking, textiles and sculpture, students learn basic art making skills while developing critical and creative thinking skills. Students create slogans, logos and other forms of advertisement.

Physical Education: Physical fitness and awareness of the human body is important to the health and well-being of all students. This is achieved by providing a comprehensive Physical Education Curriculum. The PE curriculum focuses on developing an understanding of the correlation between mental and physical conditioning. The course consists of constantly varied, functional movements that deliver a fitness that is broad, inclusive, general and scalable for any participant at any level. Workouts increase physical competence in 10 fitness domains: Cardiovascular and Respiratory Endurance, Stamina, Strength, Flexibility, Power, Speed, Coordination, Agility, Balance, and Accuracy. Athletics consist of playing active games, learning specific sports-related skills, and competition. Students play basketball, team handball, and a variety of other active games. Students demonstrate leadership skills by taking turns as team captain, decision making on strategies to use to win a game, team building skills through the use of communication, collaboration and conflict resolution as commonly employed in the business world.

High School History-Social Studies

The History-Social Studies curriculum is a well-balanced, rigorous program based on the California History-Social Studies Content Standards. The Department provides both breadth and depth of exploration in the subject area, developing writing, research, and analytical skills. Factors considered for UC-Approved courses that satisfy the “a” requirement include evaluations of one long or numerous short, challenging, properly-annotated research papers and a comprehensive final examination. All courses that are approved through the UC Doorways process are equally CSU approved. The CSU process does not have a separate approval process.

History/Social Science, History/Social Science Honors, and Advanced Placement Courses

Course Title	Grade	Course Length	Credit Type
Public Health/Globalization	9-10	YEAR	uca, a, cg*
World History	10	YEAR	uca, a, cg
AP World History	10	YEAR	uca, a, cg

US History	11	YEAR	uca, a, cg
AP US History	11	YEAR	uca, a, cg
US Government	12	SEMESTER	uca, a, cg
AP US Government	12	SEMESTER	uca, a, cg

* *uca* = UC Approved, *a* = History requirement, *cg* = CalGrant

Public Health/Globalization

UC Approved (uca, a, cg)

World History

UC Approved (uca, a, cg)

Modern World History highlights the major events in world history beginning with the French and American Revolutions. Students analyze the philosophical roots of today's political systems, the causes and effects of major political revolutions, the Industrial Revolution, both waves of Imperialism, the historical pretext to both World Wars, the aftermath of both World Wars, and major developments in the post-WWII era. Students analyze historical events through multiple perspectives with emphasis on interpreting primary documents. Focusing on technology, economics, politics and social change, students analyze trends over time and across disciplines. Curricular projects are rooted in real-world application such as debates, mock trials, newspapers, blog/vlog, lyricism, trade simulations or expedition planning.

AP World History

UC Approved (uca, a, cg)

The course seeks to develop a greater understanding of the evolution of global processes in different types of human societies through a combination of selective factual knowledge and appropriate analytical skills. Changes in global frameworks is compared among major societies. Specific periods of time are analyzed using relevant factual knowledge, leading interpretive issues, and skills in analyzing types of historical evidence. The course is developed to both ensure students have a factual understanding of the requirements to successfully take the AP Exam and preparing them for multi-perspective college courses in history. Focusing on technology, economics, politics and social change, students analyze trends over time and across disciplines. Curricular projects are rooted in real-world application such as debates, mock trials, newspapers, blog/vlog, lyricism, trade simulations or expedition planning.

US History

UC Approved (uca, a, cg)

This class will establish a fundamental comprehension of United States History. Each student will be able to develop individual and social intelligence, prepare for responsible citizenship, increase comprehension of global interrelationships, and foster an understanding of the vital connections among the past, present, and future. The purpose of U.S. History and Geography: Continuity and Change in the 20th Century is three-fold: Students will comprehend, analyze and evaluate the major themes, conflicts, and changes in American history with an emphasis on the 20th century. Students will further develop their historical skills including geography, chronology analysis of primary sources, historiography, perspective and bias; Students will also be given the opportunity to improve writing, presentation (both oral and visual), and critical thinking skills through the assignments of the course. Entrepreneurialism is embedded into the

curriculum through projects such as the Civil War stock market game, Andrew Jackson Indian removal debate, and The Most Courageous American Tournament which focuses on the individual's impact and contribution made to society.

AP US History

UC Approved (uca, a, cg)

Students learn to critically analyze historical materials for their relevance to given interpretive problems, reliability, and importance. They are expected to weigh this evidence and interpret its historical scholarship. Students will regularly present reasons and evidence clearly, both orally and in writing. Entrepreneurialism is embedded into the curriculum through projects such as the Civil War stock market game, Andrew Jackson Indian removal debate, and The Most Courageous American Tournament which focuses on the individual's impact and contribution made to society.

US Government

UC Approved (uca, a, cg)

Students will gain an analytical perspective on American Government through an in-depth study of the Constitution and its different interpretations through United States History. Through examining the legislative, executive, and judicial branches, students will gain insight into how government affects their own lives. There will be an emphasis and analysis of the relationship between local, state and federal government. The course will create civic literate students. Entrepreneurialism is driven by current events presented then discussed and debated on major issues and events currently impacting the United States and the world.

AP US Government

UC Approved (uca, a, cg)

An introductory college course in United States government and politics or in comparative government and politics is generally one semester in length. In both subject areas, there is considerable variety among the courses offered by colleges. Regarding content, there is no specific college course curriculum that an AP course in United States Government and Politics or Comparative Government and Politics must follow. Therefore, the aim of the course is comparable instruction and rigor to that of most college introductory U.S. or comparative government and politics courses. Entrepreneurialism is driven by current events presented then discussed and debated on major issues and events currently impacting the United States and the world.

High School English

The English curriculum is a well-balanced rigorous program based the California English/Language Arts Content Standards and Common Core State Standards. UC-Approved courses in English require extensive reading of poetry, prose, plays and novels chosen from a variety of historical periods and styles. The curriculum must emphasize advanced critical analysis and interpretation in order to develop sophisticated written arguments about assigned literature. Frequent writing assignments, especially of papers averaging 3-5 pages in length, should emphasize the stages of composing sustained arguments based on detailed textual analysis: pre-writing, drafting, revising. Writing instruction and carefully designed prompts should aim at enabling students to express complex and interrelated ideas with clarity and a

mature, sophisticated style. Regular feedback on written assignments is essential to the success of all level courses. All courses that are approved through the UC Doorways process are also CSU approved. The CSU system does not have a separate approval process.

English, English Honors, and Advanced Placement Courses

Course Title	Grade	Course Length	Credit Type
English 9	9	YEAR	ucb, b, cg*
English 9 Honors	9	YEAR	ucb, b, cg
English 10	10	YEAR	ucb, b, cg
English 10 Honors	10	YEAR	ucb, b, cg
English 11	11	YEAR	ucb, b, cg
AP English Language and Composition	11	YEAR	ucb, b, cg
English 12	12	YEAR	ucb, b, cg
English Literature and Composition	12	YEAR	ucb, b, cg

* *ucb* = UC Approved, *b* = English requirement, *cg* = CalGrant

English 9

UC Approved (ucb, b, cg)

The English 9 course introduces ninth grade students to various types of literature including novels, short stories, poetry, plays and other types of text. Instruction focuses on reading strategies, which enable students to read for an understanding of subtlety, ambiguity, and inference, as well as basic comprehension. Students will be able to construct essential meaning from 9th grade level text. Students will respond to all forms of literature with both written and oral responses. The emphasis on critical thinking skills and literary analysis will prepare students for higher-level English courses. Students will focus on developing their writing skills with formal essays and informal writing assignments (journal entries, free-writes, character analysis, research assignments and multi-draft essays). Students will complete writing activities requiring composing personal narratives and responses to literature that incorporate descriptive writing and persuasive strategies. Correct grammar, spelling, punctuation, and usage will be emphasized for students to develop a command of standard writing conventions. Students tackle literature through the lenses of various, real-world disciplines as dictated by universal themes and specific plots. Students are given writing prompts in addition to class discussions at least once a week connecting the aspects of effective communication to multiple different industries and the importance of factual writing conventions and formal speech in business communications (i.e., email, resume, memo, mission statements).

English 9 Honors

UC Approved (ucb, b, cg)

English 9 Honors is a literature-based course that focuses on the development of fluency in the English language through the study of the literary genres and historically and culturally significant works and authors from American and world literature. Students will develop professional speaking and listening skills and compose well-written analytical responses to fiction and non-fiction classic and contemporary selections. Students will be writing in multiple genres, including argumentative, informational, and narrative forms. This class is designed for

highly motivated 9th graders who demonstrate exceptional ability in English and are willing to read and write extensively both in and out of class. The curriculum is designed to help students develop their academic English reading, writing, speaking and listening fluency through literary analysis and research writing projects, the study of English grammar and mechanics, vocabulary exercises and class discussion. This course covers the same content as ELA 9 at an accelerated pace and in greater depth and is designed to prepare students to take English 10 Honors and AP English courses junior and senior year. Students tackle literature through the lenses of various, real-world disciplines as dictated by universal themes and specific plots. Students are given writing prompts in addition to class discussions at least once a week connecting the aspects of effective communication to multiple different industries and the importance of factual writing conventions and formal speech in business communications (i.e., email, resume, memo, mission statements). In addition, differentiation between ethical business communication practices and inappropriate ones as potential risk(s).

English 10

UC Approved (ucb, b, cg)

The English 10 course is a continuation of the literary analysis that is developed in the ninth grade. Students read a variety of genres including novels, short stories, poetry, plays and informational documents. It also introduces World Literature with an emphasis on Greek myths. Instruction focuses on reading strategies which enable students to read for an understanding of subtlety, ambiguity, and inference, as well as basic grade level comprehension. Students will be able to construct essential meaning from 10th grade level text. The emphasis on critical thinking skills and literary analysis will prepare students for higher-level English courses. Writing instruction focuses on strategies that enable students to create coherent and relevant text, including a variety of essays, journals, and letters which address the 10th grade writing application standards and which are necessary to post-secondary college and career requirements. Correct grammar, spelling, punctuation, and usage will be emphasized for students to develop a command of standard writing conventions. Students tackle literature through the lenses of various, real-world disciplines as dictated by universal themes and specific plots. Julius Caesar leads to an in-depth study of rhetoric and oration while Lord of the Flies requires the study of hierarchal structures.

English 10 Honors

UC Approved (ucb, b, cg)

This class will focus on the in-depth study and analysis of some of the great American and British writers including Steinbeck, Shakespeare, Golding, Bradbury, Morrison, and Salinger. It introduces World Literature with an emphasis on Greek mythology and Homer's The Odyssey. The course requires critical analysis and interpretation of text both written and in-class discussion. Students will continue to develop composition, vocabulary, and grammar skills, and the California State Standards in reading, writing, listening and speaking skills. Students study grammar, academic language and vocabulary skills in the context of novel units and in separate mini-lessons. In addition to novels, students read short stories, poetry, and non-fiction pieces from contemporary sources. Students compose narrative, descriptive, persuasive, and analytical essays in response to readings, as well as stand-alone short stories, informational articles, research essays, book reviews, and other 'real-world' writing. Students tackle literature through the lenses of various, real-world disciplines as dictated by universal themes and specific plots.

Julius Caesar leads to an in-depth study of rhetoric and oration while Lord of the Flies requires the study of hierarchal structures.

English 11

UC Approved (ucb, b, cg)

The English 11 American Literature course is a novel-based course that, with the adoption of the common core, also has a wide selection of non-fiction texts that enrich the units and provide lenses for the novels to be viewed. The course provides a wide range of literary texts from Puritan sermons to transcendentalist essays to landmark American novels and plays. Organized predominantly in chronological order, the course begins with an introduction to rhetoric and then progresses through the major literary periods of American Literature. Students tackle literature through the lenses of various, real-world disciplines as dictated by universal themes and specific plots.

AP English Language and Composition

UC Approved (ucb, b, cg)

The course provides students opportunities to write about a variety of interdisciplinary subjects to demonstrate an awareness of audience and purpose. Successful students will learn to confidently write effective expository, analytical, and argumentative writing forms in their college courses. Students will develop reflective writing that may be transferrable into any context. In addition, students will master necessary skills required to synthesize primary and secondary sources, using the Modern Language Association (MLA), the University of Chicago Press (The Chicago Manual of Style), the American Psychological Association (APA), and the Council of Biology Editors (CBE). Students tackle literature through the lenses of various, real-world disciplines as dictated by universal themes and specific plots.

English 12

UC Approved (ucb, b, cg)

English 12 is, at its heart, a British Literature course. It follows the development of English from its origins in Old and Middle English through texts like Beowulf and The Canterbury Tales all the way through to Frankenstein, Hamlet, and A Brave New World. Each unit includes a number of non-fiction texts which provide an analytical lens through which to view the literary pieces. Each unit is also accompanied by at least one writing prompt that serves as a cumulative task that assesses students' ability to develop a claim and argue for it using evidence from at least one text and often multiple texts. Entrepreneurial connections are created through critical thought and analysis. Students work to recognize universal themes and to determine the author's intention and the role of literary devices in characterizing a writer's style and aiding interpretation. Schools of literary theory are introduced to place works in historical and cultural context thereby marking their real purpose and significance. Students use these universal themes and cultural statements to make sense out of their world. Entrepreneurial activities may include: Think Like a Psychiatrist - a discipline activity from Hamlet (role of psychiatry in society and application to the complex characters of Shakespeare), Table for 12 - a characterization activity from Canterbury Tales (seating chart supported by textual evidence), and/or Beowulf Story Board - an epic hero activity from Beowulf (pre-visualization of a movie/animation supported by elements of an epic through textual evidence).

AP English Literature and Composition

UC Approved (ucb, b, cg)

The course requires students to intensively study representative works from various genres and periods, concentrating on works of recognized literary merit. Entrepreneurial connections are created through critical thought and analysis. Students work to recognize universal themes and to determine the author's intention and the role of literary devices in characterizing a writer's style and aiding interpretation. Schools of literary theory are introduced to place works in historical and cultural context thereby marking their real purpose and significance. Students use these universal themes and cultural statements to make sense out of their world.

High School Mathematics

The General Mathematics curriculum is aligned to the National Math Common Core State Standards which includes the Mathematical Content Standards and the Mathematical Practice Standards. All courses that are approved through the UC Doorways process are also CSU approved. The CSU system does not have a separate approval process.

Mathematics, Mathematics Honors, and Advanced Placement Courses

Course Title	Grade	Course Length	Credit Type
Algebra I	9	YEAR	ucc, c, cg*
Algebra I Honors	9	YEAR	ucc, c, cg
Geometry	9-11	YEAR	ucc, c, cg
Geometry Honors	9-11	YEAR	ucc, c, cg
Algebra II	9-12	YEAR	ucc, c, cg
Algebra II Honors	9-12	YEAR	ucc, c, cg
Business Math	11-12	YEAR	c, cg
Pre-Calculus	10-12	YEAR	ucc, c, cg
AP Calculus AB	11-12	YEAR	ucc, c, cg
AP Statistics	11-12	YEAR	ucc, c, cg

* ucc = UC Approved, c = Mathematics requirement, cg = CalGrant

Algebra I

UC Approved (ucc, c, cg)

Algebra I is a first-year algebra course for students at a variety of ability and grade levels. Students will understand linear and exponential relationships, contrast linear and exponential relationships using quadratic functions, identify square and cube roots, and apply models to data that exhibit linear trends. With this course, students generalize, formalize, and extend the mathematics they learned in the middle grades. Entrepreneurialism is embedded through the following: explain the principles of supply and demand, explain forms of financial exchange (cash, credit, debit, etc.), demonstrate spreadsheet applications, calculate breakeven point, determine feasibility of ideas, use proper grammar and vocabulary, calculate advertising media costs, describe marketing functions and related activities.

Algebra I Honors

UC Approved (ucc, c, cg)

Students will understand linear and exponential relationships, contrast linear and exponential relationships using quadratic functions, identify square and cube roots, and apply models to data that exhibit linear trends. A comprehensive understanding and application of mathematical functions are emphasized throughout the course. This accelerated course places a strong emphasis on the depth and rigor in all critical areas of the California State Standards for Algebra 1 with a focus on increased rate and depth of inquiry of instruction, discovery, individual study, problem-solving, and opportunity for mathematical discourse. The coursework moves at a rapid pace requiring students to rise to the challenge by spending the time necessary to learn each complex topic with diligence and dedication. The course may require additional homework. Entrepreneurialism is embedded in the following: explain the principles of supply and demand, explain forms of financial exchange (cash, credit, debit, etc.), demonstrate spreadsheet applications, calculate breakeven point, determine feasibility of ideas, use proper grammar and vocabulary, calculate advertising media costs, describe marketing functions and related activities.

Geometry

UC Approved (ucc, c, cg)

The course builds student knowledge of pre-existing number fluency and basic algebra skills such as equation solving. Successful students will be able to identify congruent triangles, delineate triangle similarity using proportional reasoning, develop explanations of a circumference, area, and volume formulas, apply the Pythagorean Theorem, and prove basic geometric theorems. Entrepreneurialism is embedded through the following: determine the feasibility of ideas, use proper grammar and vocabulary.

Geometry Honors

UC Approved (ucc, c, cg)

The Honors course is designed for students who excel in mathematics. Students will engage in activities that allow them to create geometric understanding, using tools to develop, verify, and prove geometric principles and relationships, making conjectures and conclusions. Successful students will be able to visualize algorithms, understand properties and mathematical relationships, and proofs. The scope, depth, and pace of this course is much more extensive than in Geometry. Entrepreneurialism is embedded through the following: determine the feasibility of ideas, use proper grammar and vocabulary.

Algebra II

UC Approved (ucc, c, cg)

Our Algebra II course continues to develop an understanding of function as an object and will use functions to model phenomena verbally, numerically, graphically, and symbolically while understanding the relationship between the representations and the limitations of each representation. Students will develop fluency in writing, interpreting, and translating between various forms of functions; they will use multiple strategies to solve real-world problems. Students will relate rational expressions to arithmetic rational numbers, expand their understanding of functions and graphing to include trigonometric functions, and synthesize and generalize functions and extend understanding of exponential functions to logarithmic functions.

Entrepreneurialism is embedded in the following: describe cost/benefit analysis, explain the principles of supply and demand, calculate breakeven point, determine the feasibility of ideas, use proper grammar and vocabulary.

Algebra II Honors

UC Approved (ucc, c, cg)

This is an algebra II course in which students will further develop and expand the concepts they learned in algebra I and in geometry. Students will gain knowledge in solving algebraic problems in more complex ways. They will solve problems involving systems of linear equations and linear inequalities, imaginary and complex numbers, logarithmic and exponential functions, systems of quadratic equations, and probability. This course focuses on abstract thinking skills, function concepts, and algebraic problem-solving. These are valuable tools in the real world. Students will be presented with real-life scenarios and be able to solve the problems and present their solutions with written proofs, and student taught lessons. Students are expected to be self-motivated learners. They will also participate in several group projects throughout the year. This course corresponds to the California State Math Standards.

Entrepreneurialism is embedded through the following: describe cost/benefit analysis, explain the principles of supply and demand, calculate breakeven point, determine the feasibility of ideas, use proper grammar and vocabulary.

High School Business Math

Not UC Approved (c, cg)

Entrepreneurialism is embedded through the following: describe cost/benefit analysis, assess factors affecting a business' profit, explain forms of financial exchange (cash, credit, debit, etc.), demonstrate spreadsheet applications, calculate breakeven point, determine feasibility of ideas, use proper grammar and vocabulary.

Pre-Calculus

UC Approved (ucc, c, cg)

This course will review vectors, matrices, relations, functions graphs, trigonometric and parametric functions, polar coordinates and complex numbers, conics, exponential and logarithmic functions, discrete mathematics and limits. The curriculum is based on the Common Core State Standards in Mathematics. The pedagogical approach will incorporate lecture, discovery, and investigation exercises, along with mathematical readings to supplement the textbook. Entrepreneurialism is embedded through the following: describe cost/benefit analysis, explain forms of financial exchange (cash, credit, debit, etc.), demonstrate spreadsheet applications, calculate breakeven point, determine the feasibility of ideas, use proper grammar and vocabulary.

AP Calculus AB

UC Approved (ucc, c, cg)

Calculus AB develops an understanding of the concepts of calculus and providing experience with its methods and applications. The courses emphasize a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. The connections among these representations are important. Technology is regularly used to reinforce relationships among functions and to assist in

interpreting results. The course cohesively unifies derivatives, integrals, limits, approximation, and applications and modeling. It seeks to balance real-world applications with more abstract concepts. Entrepreneurialism is embedded through the following: describe cost/benefit analysis, demonstrate spreadsheet applications, calculate breakeven point, determine the feasibility of ideas, use proper grammar and vocabulary.

AP Statistics

UC Approved (ucc, c, cg)

Students are introduced to the following themes: Exploring Data, Sampling and Experimentation, Anticipating Patterns, and Statistical Inference. Entrepreneurialism is embedded through the following: demonstrate spreadsheet applications, calculate breakeven point, determine the feasibility of ideas, use proper grammar and vocabulary.

High School Laboratory Science

These high school science courses are designed to prepare students for the college-level courses in laboratory science and have been UC-approved. The course pathway begins with 9th grade Biology, then students transition to 10th grade Chemistry and 11/12th grade Physics. The science curriculum offers a balanced and academically rigorous program based on the Next Generation Science Standards and the Common Core Literacy Standards for Science and Technical Subjects. UC-Approved Honors level courses in laboratory sciences are generally in the disciplines of biology, and chemistry. Honors level courses in these disciplines typically require one year of prior laboratory science. At Ivy Academia, all UC-Approved honors level laboratory science courses should be demonstrably more challenging than the college preparatory courses required as pre-requisites. Topics covered, and laboratory exercises must be in depth and involve analysis and research. Each UC-Approved honors level course must have a comprehensive written final examination including laboratory concepts. There should be a section of the regular college preparatory course offered for each UC-Approved honors level laboratory science course at Ivy. All courses that are approved through the UC Doorways process are also CSU approved. The CSU system does not have a separate approval process.

Laboratory Science, Laboratory Science Honors, and Advanced Placement Courses

Course Title	Grade	Course Length	Credit Type
Biology	9	YEAR	ucd, d, cg*
Biology Honors	9	YEAR	ucd, d, cg
AP Biology	9-12	YEAR	ucd, d, cg
Chemistry	10-11	YEAR	ucd, d, cg
Chemistry Honors	10-11	YEAR	ucd, d, cg
AP Chemistry	10-12	YEAR	ucd, d, cg
Physics	11-12	YEAR	ucd, d, cg

* ucd = UC Approved, d = Laboratory Science requirement, cg = CalGrant

Biology

UC Approved (ucd, d, cg)

In this Biology course, students will utilize various Crosscutting Concepts and Science and Engineering Practices to explore the connections to Earth's changing environment and how organisms depend on and impact the environment. Earth and Space Science concepts are strategically integrated to demonstrate how life changes over time in response to a changing environment. Central to this understanding is the study of interactions of living organisms and their environments on both macroscopic and microscopic scales. This includes an exploration of matter and energy transfer, ecological relationships, molecular biology, genetics, and evolution. It also includes an analysis of the impacts of these systems. The course begins and ends with systems interaction in ecosystems. Entrepreneurialism is added to every lesson to enhance their understanding of the subject while making it relevant to their life. For example, dissections relate to the IRS dissecting our finances and analyzing how they are all connected.

Biology Honors

UC Approved (ucd, d, cg)

Biology is the study of all living things. Living things are characterized as having the ability to reproduce, grow, adjust and adapt. This includes plants, animals, and microorganisms. This course is designed to enhance student's awareness on the essentials of biology and the underline disciplines that it covers: Cell Biology, Genetics, Evolution, Ecology, Physiology and Investigation, and Experimentation. Students will be able to actively carry out investigations and experiments through a series of lab experiments. This course follows the content covered in a regular biology class, but the depth of content covered is expanded. Students in this course have greater exposure to the non-tested standards that are outlined in the California State Standards. Every lab report has an added component that requires students to apply knowledge learned from the lab to other fields of science. Each unit also includes short response questions to the essential questions of the unit. Students must write one or two concise paragraphs that answer the essential questions and provide supporting data. Students are also taught the process of editing their work using a teacher-generated rubric. Students also use the rubric on peer's lab reports to aid the revision process and allow students the opportunity to improve their written work. In this course, students design and execute their experiment using the scientific method. Students are required to cite various sources, both on-line and college level texts. Students prepare presentations and paper explaining their experiment and results. The findings will be reported to their peers at the end of the year at the science fair. This science fair is conducted following state testing. Students enrolled in this biology course will acquire skills for life-long application, analysis, synthesis, and evaluation. By utilizing the California State Standards, students will generate a curiosity to understand and relate to the living world. Exposure to scientific methods, technology, and lab equipment and procedures will lead to an organized level of achievement and appreciation for science. Ultimately, this course will unveil the uncertainties of new technological advancements in science and the future of our environment. Students will become sensitive to the ethical implications of technology and the global concerns of our planet. Students will improve their scientific, qualitative writing skills that are required to succeed in college-level science course. Entrepreneurialism is added to every lesson to enhance their understanding of the subject while making it relevant to their life. For example, dissections relate to the IRS dissecting our finances and analyzing how they are all connected.

AP Biology

UC Approved (ucd, d, cg)

AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes – energy and communication, genetics, information transfer, ecology, and interactions. 25% of instructional time is spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that apply science practices. The AP Biology course encompasses core scientific principles, theories, and processes that provide a broad way of interpreting living organisms and biological systems. Using scientific inquiry, students use evidence to develop and refine testable explanations and predictions of natural phenomena. Following the AP curriculum, students are taught how to see a problem and fix it. Students are expected to create solutions that are relevant and measurable, like we do in business. Additionally, all reports must be typed, grammatically correct, written with data visually represented in charts and graphs.

Chemistry

UC Approved (ucd, d, cg)

In this NGSS-aligned Chemistry in the Earth System course, students will utilize various Crosscutting Concepts and Science and Engineering Practices as they explore how chemical processes of matter and energy help drive the Earth system within the universe. The integration of Earth and Space Sciences (ESS) into Chemistry allow for the investigation of myriad phenomena. Earth and space scientists require a strong background in the fundamentals of matter and chemistry. Earth and space science applications, such as cosmology, material science, environmental chemistry and climate change, are used as a continuing theme. Entrepreneurialism is added to every lesson to enhance their understanding of chemistry and make it relatable to them. For example, while looking at enthalpy, students are researching the different types of vehicle engines (i.e. gasoline, diesel, alcohol, hydrogen cell, electric and hybrid) and explain why each engine is better than the others. They are assigned an engine type and have to sell it like a concept car at the LA Auto Show.

Chemistry Honors

UC Approved (ucd, d, cg)

The 10th grade course in Chemistry will prepare students for college-level science courses. It emphasizes the development of problem-solving skills both in theory and experiments. A systematic and thorough treatment of topics like scientific method, atomic and molecular structure, periodic properties, chemical bonds, nomenclature of compounds, conservation of matter and stoichiometry, gases and their properties, acid-base reactions, solutions, chemical reactions, reaction rates, equilibrium, and thermodynamics. Students will be introduced to organic chemistry, biochemistry and nuclear processes. Entrepreneurialism is added to every lesson to enhance their understanding of chemistry and make it relatable to them. For example, while looking at enthalpy, students are researching the different types of vehicle engines (i.e. gasoline, diesel, alcohol, hydrogen cell, electric and hybrid) and explain why each engine is better than the others. They are assigned an engine type and have to sell it like a concept car at the LA Auto Show.

AP Chemistry

UC Approved (ucd, d, cg)

The course is equivalent to a general chemistry college course. Students develop an understanding of fundamentals and reasonable competence in dealing with chemical problems. The course requires students to clearly express ideas, both orally and in writing. Students are taught how to see a problem and fix it. They are encouraged to create relevant and measurable solutions, like we do in business. Additionally, all reports must be typed, grammatically correct, written with data visually represented in charts and graphs.

Physics

UC Approved (ucd, d, cg)

In this NGSS-aligned Physics in the Universe course, students will utilize various Crosscutting Concepts and Science and Engineering Practices as they explore the forces and energy in the Earth System and the universe beyond. The integration of Earth and Space Sciences (ESS) into Physics allow for the investigation of myriad phenomena. Earth and space scientists require a strong background in the fundamentals of ENERGY and FORCES and Physics to learn about the origins of the Earth and the Universe and to learn about how the Earth as well as the Universe have been and continue to change. Entrepreneurialism is embedded in concepts like the study of sound and how a business must be cohesively organized.

Language Other Than English

Ivy Academia UC approved modern language courses focus on the use of language for active communication and provides advanced training in oral/aural proficiency and literacy skills. Courses should include instruction in grammar, culture, reading comprehension, composition, and conversation and should be conducted exclusively in the target language. The Charter School's language courses emphasize coursework developed around authentic texts from diverse genres, including literary works of art, recordings, films, newspapers, and magazines. These courses are aligned with the five Standards for Foreign Language Learning in the 21st Century. Students develop an appreciation for other cultures. All courses that are approved through the UC Doorways process are also CSU approved. The CSU system does not have a separate approval process.

Language other than English, Language other than English Honors, and Advanced Placement Courses

Course Title	Grade	Course Length	Credit Type
Spanish I	9-10	YEAR	uce, e, cg*
Spanish II	9-11	YEAR	uce, e, cg
Spanish III	10-12	YEAR	uce, e, cg
AP Spanish Language	10-12	YEAR	uce, e, cg

* uce = UC Approved, e = Language other than English requirement, cg = CalGrant

Spanish I

UC Approved (uce, e, cg)

This course provides a general introduction to Spanish language and culture. Students will develop an understanding of the sound system, pronunciation, functional vocabulary related to everyday life, cultural information and basic grammatical structures. Emphasis will be placed on four skills: listening, speaking, reading and limited writing. Students will gain the ability to carry on simple conversations. Entrepreneurialism is embedded through business activities that include practicing professional introductions, creating a restaurant concept or theme and designing a menu for it with descriptions and prices. Students must evaluate the marketing and advertising strategies, growth potential, etc.

Spanish II

UC Approved (uce, e, cg)

The Spanish II course is an intermediate Spanish course with an aim to develop students skills in all aspects of the Spanish language. Students will improve intermediate skills in reading, writing, listening, and speaking the Spanish language. Important emphasis is placed on communicative skills and oral communication via the development of vocabulary and expressions. These communicative lessons also provide a context from which the students continue a cultural study of the Spanish-speaking world.

Spanish III

UC Approved (uce, e, cg)

Spanish III is an integrated approach to language learning. From the introduction of new material, through reinforcement, evaluation, and review, the presentations, exercises and activities are designed to span all four language skills. Another characteristic of Spanish 3 is that students use and reinforce these new skills while developing a realistic, up-to-date awareness of Spanish culture. Entrepreneurialism is embedded through the creation of a resume and/or curriculum vitae using course level-appropriate vocabulary and letters of reference for each other also using course level appropriate vocabulary.

AP Spanish Language

UC Approved (uce, e, cg)

The course prepares students to demonstrate their proficiency in the target language using speaking, writing, listening skills. This is equivalent to a third year university course. The immersive course is conducted entirely in Spanish to help students develop a strong command of the Spanish language. Students will be integrating the three modes of communication using rich, advanced vocabulary and linguistic structures. Students are exposed to familiar, authentic cultural resources in the Spanish-speaking world.

Visual and Performing Arts

The curriculum requires in-depth written assignments that demonstrate student knowledge using appropriate art forms. All courses that are approved through the UC Doorways process are also CSU approved. The CSU system does not have a separate approval process.

The visual and performing arts curriculum is a balanced and rigorous program based on California Visual and Performing Arts Content Standards.

Visual and Performing Arts

Course Title	Grade	Course Length	Credit Type
Visual Art	9-12	YEAR	ucf, f, cg*
Drama	9-12	YEAR	ucf, f, cg
Music Technology	9-12	YEAR	ucf, f, cg
Film	9-12	YEAR	ucf, f, cg

* ucf = UC Approved, f = Visual and Performing Arts requirement, cg = CalGrant

Visual Art

UC Approved (ucf, f, cg)

Students are provided an initial foundation and introduction to the visual arts vocabulary including the elements of art, principles of design and the steps of the critique process (description, analysis, interpretation, judgment). After the initial foundation, students will be exposed to different perspectives within the visual arts through four themes. The series of themes begins with art on the personal level and then extends to the community level, continues onto the societal level and finally ends with the global level. Through these sequential themes, students will learn about various mediums in art, observational drawing and painting skills, more in-depth art vocabulary, the lives of different artists, historical and cultural connections, as well as a variety of other topics. Students will create concept specific projects and will learn how to evaluate themselves as well as their peers through the use of rubrics. Students create works of art for the silent auction fundraiser.

Drama

UC Approved (ucf, f, cg)

High school students apply their understanding of the vocabulary of theatre as they document the production elements of theatrical performances, thereby increasing their ability to write, design, produce, and perform. They base their acting choices on script analysis, character research, reflection, and revision, writing dialogues and scenes and applying their knowledge of dramatic structure. From at first playing theatrical games to now describing ways in which playwrights reflect and influence their culture, students grasp the power of theatre to present and explore complex ideas and issues in forms that range from comedy to tragedy. They also examine how a specific actor uses or have used drama to convey meaning and analyze the impact of traditional and non-traditional theatre, through various media. They understand the value of the knowledge and skills they learned in theatre as related to careers in theatre and elsewhere. By participating in theatre, they continue to improve their time management skills, meet deadlines, and learn the professional standards required in the world of theatre. Students focus on body language, presentation skills and speech/diction and how it relates to business interactions.

Music Technology

UC Approved (ucf, f, cg)

The purpose of this course is to provide students a framework in understanding the complexities of the music industry and its components of music production, music promotion, management, and music technology/audio engineering. Through this framework, students will gain core knowledge which will allow them to think critically and reflectively about the roles within the

music industry and their possible place within it. After providing foundational information on each component within the course, students will be engaged in project-based assessment that provides accurate and realistic simulations of the roles music industry professionals deal with on a daily basis. Students will work through these simulations and will note their growth and ability to problem solve and reflect through the use of unit portfolios. Students will be responsible for the creation of cumulative artifacts that represent their total learning within each component. Students create websites marketing a DJ, SoundCloud accounts to make original mixes of songs and determine opportunities for venture creation.

Film

UC Approved (ucf, f, cg)

Students in this course will examine film as both an art form and as a means of communication. They are taught to examine film by analyzing its narrative structure, genre conventions, subtext, technical and artistic factors, and purpose (the emphasis is on the various techniques used by filmmakers to convey meaning.) The course also introduces traditions of film-making as well as the history of the cinema. In addition, students will examine how films often reflect the times and conditions in which they are made and how motion pictures sometimes help shape attitudes and values in society. Along with film criticisms, short essays, verbal analysis and written analysis, students will create short film related projects. Students evaluate their strengths and weaknesses while determining which production job best fits the needs of the team. After production, students raise funds to submit their films to festivals.

College Preparatory Elective

Once A-F credits have been successfully completed, college bound-students are required to complete an additional minimum of one-year course that may qualify in any A-G disciplines.

Visual and Performing Arts

Course Title	Grade	Course Length	Credit Type
Chicano Studies	9-12	SEMESTER	ucg, g, cg*
Business Economics	11	YEAR	ucg, g, cg
Business Economics & Entrepreneurship	12	YEAR	ucg, g, cg
Economics	12	SEMESTER	ucg, g, cg
Sociology	9-12	YEAR	ucg, g, cg
Freshman Seminar	9	YEAR	ucg, g, cg

* ucg = UC Approved, g = College Preparatory Elective requirement, cg = CalGrant

Chicano Studies

UC Approved (ucg, g, cg)

The major purpose of this course is to provide an overview of significant periods in the history of Mexico as a basis for establishing a greater understanding of the Mexican people and Americans of Mexican descent. The course includes Mexican and Mexican-American contributions to the development of the United States, with special reference to the present. The course also covers the political, economic, social, and cultural history of Mexico and includes related current affairs.

Representative Objectives Students will be able to: Examine the culture, history, language, and traditions of Mexican Americans. Explain the geography of Mexico and the southwestern United States and understand the relationship between the land and the people. Examine the Mexican influence in California and the Southwest. Examine the conflict between the Conquistadors and various Indian Civilizations. Interpret the goals and accomplishments of the missionaries. Review the reasons for the military conflict between the Mexican and the Anglos in the 19th century. Describe 20th-Century Mexican American economic, political and cultural movements. Investigate today's issues or concerns in the Chicano community, such as those of the young, the old, new immigrants, the church, various political groups, and relationships with others in the community. Entrepreneurialism is incorporated through students' evaluation of the historical economic contributions of Chicanos to the development of the U.S. economy. There will be a focus on the labor movements of the mid-late 20th Century and growth of Chicano businesses today.

Business Economics

UC Approved (ucg, g, cg)

Students will learn how to examine the fundamentals of organizing and starting a small business in the United States economy. The course will guide students through the entire planning process of conceiving and planning an entrepreneurial start-up business venture. The year-long business planning project encompasses all of the necessary components to launch a successful and financially viable business. An important part of this course will be the development of business skills as they relate to the functions of planning, organizing, staffing, directing and controlling a small business venture.

This course is designed to provide students with a basic understanding of how a modified free enterprise system functions. Through projects, reports, and classroom discussions, students learn to develop an awareness of business practices and procedures.

Through hands-on activities and projects in both hardware and software, students gain access to a well-rounded overview of computing. Through instruction on keyboarding and shortcut commands, students will increase speed, accuracy, and productivity. Access to academic language will be given through exposure of computer terminology and concepts including real-world application of computing in related business environments. Students will become acclimated to a business environment with the acquisition of beginner to intermediate skills in Microsoft Word, Excel and PowerPoint.

Business Economics and Entrepreneurship

UC Approved (ucg, g, cg)

Business Leadership seeks to prepare students for the business demands that follow after graduation. This is accomplished by honing those skills which have been developed throughout high school. Students will explore the challenging topics of executive level business management concerns, ethics, technology, and the importance of developing a personal leadership style. Students will be prepared to stand out among their peers and compete in the ever-changing and demanding world post-high school and beyond.

This competency-based course is designed to fulfill a high school requirement and is structured according to the National Entrepreneurial Content Standards as well as the rigors of university coursework. These learning opportunities provide equitably for all students, and students are expected to think critically, evaluate business ideas and decisions and analyze the concepts presented in each unit of study.

The course provides students with a business overview including:

- Introduction to the study of business ownership.
- Introduction to the tools of measuring economic performance.
- Develop awareness to the value of effective economic decision-making.
- Introduction to the aspects planning, financing and managing a business.
- Identify local economics as they relate to business opportunities.
- Improve vocabulary, reading, writing, and critical thinking/ problem-solving skills
- Utilize reading, oral composition, and written composition skills to synthesize information.

Through hands-on activities and projects, in both hardware and software, students gain access to a well-rounded overview of advanced computing. Through instruction on advanced file systems, data entry and networking, students will increase speed, accuracy, and productivity. Access to academic language will be delivered through exposure to computer terminology and concepts, including real-world application of computing in related business environments. Students will become competitive in a business environment with the acquisition of intermediate to advanced skills in Microsoft Word, Excel and PowerPoint.

Economics

UC Approved (ucg, g, cg)

The primary goal of this course is to give students a fundamental knowledge of our domestic and global economic systems. Students will understand the basic concepts of microeconomics as they relate to supply and demand, pricing structures and market structures. Students will learn the basic concepts of macroeconomics as they relate to employment, taxation and government regulation. Using real-world examples, students will be able to critically evaluate how economic factors influence their daily lives and the economy as a whole. The main focus is to provide students a base level of economic understanding and the ability to integrate their knowledge into their other courses. Students will develop an understanding of economic problems and institutions of the United States and the world. Students will expand knowledge of the institution of economic systems, different methods and means of measuring concepts of economics, and the relationships of various economic variables. Students compete in a \$2 challenge through the duration of the course to understand the concepts associated with business start-up, supply and demand, competition and other economic principles and impacts as discussed. Using Presentation Zen, students research, present and debate a variety of economic topics currently impacting the world around them. Entrepreneurial concepts and business skills are taught through various activities like creating a calendar, time management activities, following directions/steps, and various speech and written assignments.

Sociology

UC Approved (ucg, g, cg)

Sociology is designed to provide students with the tools they need to develop their ability to think, speak, and write critically, to consider many points of view, and to move beyond established ways of thinking to gain a greater understanding of themselves, the culture, community, and society they are a part of, and the larger world around them. Moreover, being able to recognize and understand diversity in its many forms -- including gender, socioeconomic status, education, race, ethnicity, culture, marital status, sexual orientation, religion, and age. A key theme in sociology has become increasingly important and valuable to one's ability to study and work effectively in our increasingly diverse nation and globalized world. Ultimately, the key purpose of the course is to empower students to apply their sociological tools, skills, and knowledge to better understand themselves and the world and to make informed decisions that can improve their lives and their communities by enabling them to evaluate social and public policies, to interpret and analyze research findings, to gather data and conduct their own studies, and to make strong, evidence-based arguments for programs and actions that can better the world.

Introduction to Sociology is a college preparatory course designed to introduce students to the sociological study of society and to thinking critically and reflectively about the social world. Sociology is the systematic and scientific study of social behavior and interaction in a variety of areas. Topics we will focus on will include culture, socialization, social organization, social inequalities, deviance and conformity, social institutions, and social change. In this course, students will not only gain an understanding of some of the major theories, approaches, historical and contemporary studies and applications of sociology, but they will be invited and trained to think actively like sociologists and to apply their knowledge of it to design and conduct their own studies and to reach their own conclusions. Entrepreneurialism is implemented through the following: students research and present an array of topics and create associated and marketing plans. This culminates with students' creation of their own research project with an original question, design the study and culminate with a present of their findings.

Freshman Seminar

UC Approved (ucg, g, cg)

Freshman Seminar is designed to help students ease into high school through addressing organizational and study skills, internet safety, presentation skills, and career and college exploration.

Electives

Course Title	Grade	Course Length	Credit Type
Football	9-12	SEMESTER	pe*
Basketball	9-12	SEMESTER	pe
Softball	9-12	SEMESTER	pe
Baseball	9-12	SEMESTER	pe
Soccer	9-12	SEMESTER	pe
Track & Field	9-12	SEMESTER	pe
Cross Country	9-12	SEMESTER	pe
Volleyball	9-12	SEMESTER	pe

Course Title	Grade	Course Length	Credit Type
Cheerleading	9-12	SEMESTER	Pe
PE	9-12	SEMESTER	Pe
Teacher Assistant	9-12	SEMESTER	g*
Student Government	9-12	YEAR	g, cg*
Business Skills	9-12	YEAR	g, cg
Yearbook	9-12	YEAR	g, cg
Math Lab	9-12	YEAR	g, cg
English Lab	9-12	YEAR	g, cg

* *pe* = Physical Education requirement, *g* = College Preparatory Elective requirement, *cg* = CalGrant

Football
Basketball
Softball
Baseball
Soccer
Track & Field
Cross Country
Volleyball

Not UC Approved (pe)

Students receive credit for participating in varsity-level interscholastic competition. Athletes must maintain a 2.0 GPA. These classes shall develop basic skills, teach advanced skills, and promote strategies along with analytical and theoretical thinking. The curriculum classes include baseball, basketball, track and field, volleyball, football, soccer, softball, and cross country. All sports are under California Interscholastic Federation rules and regulations.

Cheerleading

Not UC Approved (pe)

Students receive credit for participating in varsity-level cheer squad, where they prepare and practice routines to promote school spirit during pep rallies, games, competitions, and other special performances. Selection is through the tryout procedure.

Physical Education

Not UC Approved (pe)

The course addresses techniques and strategies used to play common sports. A health and skill-related fitness is included as an additional component. Students will also be responsible for creating their individual, dual, or team sport.

Student Government

Not UC Approved (g, cg)

Leadership, Student Government and Student Council are project-based courses that seek to develop student leadership skills. They organize activities and assess costs/benefits associated with resources.

Teacher Assistant

Not UC Approved (g)

Students will actively develop organization and service skills while supporting instruction. This course will provide training in a variety of office skills including several jobs, which are required in the daily operation of administrative offices.

Business Skills

Not UC Approved (g, cg)

The course addresses the following topics: maturity and responsibility; communication and collaboration; study skills; leadership skills; organization skills; how to write effectively; how to listen effectively; and how to advocate for oneself. Students create personal and vocational goals, develop/improve upon self-created action plans.

Yearbook

Not UC Approved (g, cg)

Students design and produce ads for the yearbook, including commercials, prints, etc.

Math Lab

Not UC Approved (g, cg)

Math lab is an elective mathematics course provided to students as a second course to support core mathematics courses. The course is intended to refine the student's knowledge of prerequisite skills that are needed to access the grade level mathematics course. Students explain the principles of supply and demand, evaluate personal capabilities, demonstrate spreadsheet applications, calculate breakeven point, determine the feasibility of ideas, use proper grammar and vocabulary and use reference materials to access information.

English Lab

Not UC Approved (g, cg)

Students refine skills necessary for writing clear expository and persuasive essays with well-supported arguments and points of view, using a variety of rhetorical modes, including narration, argumentation, and exposition. Students will work independently and collaboratively to explore writing strategies in a Writer's Workshop class setting. Each student will learn how to maintain a Writer's Notebook and compile writing selections into a Writing Portfolio that will reflect growth throughout the course. Students work independently to develop their grammar, comprehension, and writing skills. Skills will be applied in their writing as they work to self-edit for mistakes in grammar and writing conventions. As this is a mixed skills class, students' focus will range from writing paragraphs to writing essays, to writing research reports. Additionally, they will practice writing in a variety of rhetorical modes, including narration, argumentation, and exposition. Using Achieve 3000, the reading element of the lab emphasizes comprehension and fluency by presenting the material at the individual student's Lexile levels.

Course Alignment with A-G Requirements into UC/CSU

Subjects to meet and exceed admission requirements for UC/CSU		Required number of years	9 th Grade	10 th Grade	11 th Grade	12 th Grade
A	History/Social Science	2 Required 3 Recommended	Public Health/ Globalization	World History (AP)	US History (AP)	Government (AP)
B	English	4 Required	English 9 (H)	English 10 (H)	English 11 (AP)	English 12 (AP)
C	Mathematics	3 Required 4 Recommended	Algebra I (H)	Geometry (H)	Algebra II (H) Pre-Calculus	AP Calculus/ AP Statistics
D	Laboratory Science	2 Required 3-4 Recommended	Biology (H)	Chemistry (H) AP Biology	AP Chemistry/ Physics	Physics
E	Language other than English	2 Required 3-4 Recommended	Spanish I	Spanish II	Spanish III	AP Spanish Language
F	Visual and Performing Arts	1 Required	Visual Art	Drama	Film	
G	College Preparatory Electives	1 Required	Freshman Seminar	Chicano Studies	Journalism	Economics & Yearbook

The textbook selection process requires affected content areas to send representatives to participate in research and provide input for recommended textbook selections. This Committee convenes when the adoption of a text is required. Typically, the Committee is comprised of teachers in the content area and individuals that have share a specific relationship to the material. Initially, a rubric is developed to shape the process for evaluating textbooks. This rubric considers: clear alignment with state and CCSS; clear alignment with school standards; cultural, gender, socioeconomic status (“SES”) and ethnic differences; differing learning modalities; local budget constraints; and content accessibility. Ivy Academia’s approved textbook list is included below. The needs of the Charter School are evaluated each year, and textbooks, curriculum and other instructional materials are adjusted accordingly.

2017-2018 Ivy Academia School Textbooks and Instructional Materials

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	K-5 CKLA 6-9 Holt 10-11 Prentice Hall 12 McGraw Hill	Yes	0%
Mathematics	K-5: My Math 6: CA Math Algebra 1, 2 & Geometry: Big Ideas Calculus: Pearson AP Statistics: W.H. Freeman & Co. Business Math: Addison Wesley	Yes	0%

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Science	K-12: McGraw Hill/iScience	Yes	0%
History-Social Science	K-2: Scott Foresman 3-5: Harcourt Brace 6-8: TCI World: Holt AP World: Glencoe MH US: McDougal Little AP US: Wadsworth Cengage Govt/Econ: Glencoe MH	Yes	0%
Foreign Language	Span I/II: McDougal Little Span III: Prentice Hall AP Spanish: Wiley	Yes	0%
Health	Prentice Hall	Yes	0%
Visual and Performing Arts	Sheet Music Art Books	No	0%
Science Laboratory Equipment (grades 9-12)	CSTA	Yes	0%
Entrepreneurialism and Business	Intro: Cengage Southwestern Law: Cengage Southwestern	Yes	0%

The following are interventions and support programs provided for at-risk youth:

- *ELA and Math Intervention Programs.* Literacy Enrichment (English Lab) and Math Support (Math Lab) use online standards-aligned programs for reading and math respectively. Each are provided to students that test low in reading and/or math. Typically, these courses are assigned to 10th and 11th graders during advisory.
- *After-School Program.* After-school homework assistance, provided by special education staff, is available for all students who wish to participate in academic support. Students who lack satisfactory grades may be recommended to attend this program for additional support.
- *English Learners.* All teachers of EL students implement core curriculum with appropriate supports using the CA ELD Standards as outlined in the CA ELD Framework, through the use of SDAIE strategies. Similarly, EL students identified as Levels 1-3 are assigned the same advisory so that the EL Coordinator may work them to develop language acquisition skills and vocabulary.
- *Office Hours.* Teachers hold office hours after school to provide students with additional support and tutoring for students who may seek additional support in a subject area.
- *Credit Recovery.* There is a framework for 5th year students to complete graduation requirements and a credit recovery plan (with multiple pathways and options) offered to credit deficit students. All core courses and Spanish (if necessary) are offered. Students meet frequently with their counselors (minimum of one meeting per year) to review grades

and progress towards graduation. A credit recovery plan may be drafted as early as the 10th grade year or when needed for each individual student. A meeting with the student may be followed up with a parent meeting or contact with parents via phone.

Ivy Academia will offer a variety of programs to ensure that the social and emotional needs of its students are met. At the secondary level, students are assigned an Advisory course. These courses serve two purposes: academic and social-emotional support. As students learn to develop their entrepreneurial skills, (e.g., developing innovative business plans, employee manuals, and learning how to interview potential employees that match criteria for businesses) faculty find ways to engage students through meaningful dialogue.

During Advisory, students will:

- Discuss issues related to the pressures of being a young adult in high school, including but not limited to: puberty, relationships, mental health, family, substance abuse, etc.;
- Receive support from their advisor and peers in preparing them for the entire academic trajectory (successfully navigating through high school and college);
- Be taught different study skill strategies, test-taking strategies, and communication tools that will enable them to succeed in their high school academic career. Students will also engage in projects where they learn about themselves, high school and college options;
- Be encouraged to learn about the college process as they are encouraged to think beyond high school in an effort to realize that the tools they gain today will be beneficial in the near future;
- Ongoing foundational business and technology skills support to drive college and career readiness in the classroom; and
- Learn self-efficacy skills that will allow them to address the barriers of learning with resiliency.

Working with the same teacher and student peers for the duration of middle and high school, students benefit from a familiar support system built into the school day.

All services, which may include social and emotional counseling including small group and individual therapy, are provided or supervised by a licensed Marriage and Family Therapist or Licensed Clinical Social Worker. Additional degrees and credentials members of the Clinical Services team hold include Pupil Personnel Services credential, Master's in Social Work or Licensed Master Social Worker.

The Clinical Services team works with parents, staff, and students throughout the referral process to ensure they are aware of their options. Clinical Services provides a proactive approach to addressing the barriers of learning by utilizing prevention and wellness to enable our students to possess the necessary skills to navigate their academic and social skills.

Ivy Academia's overall instructional design focuses on students being able to engage directly with each other through academic content. Additionally, the Charter School maintains a focus on real world relevance, always encouraging students to look outside the school, through an entrepreneurial lens, within the greater community for opportunities to apply their learning or take action to better their local community.

The main instructional strategies employed at Ivy Academia are Project-Based Learning, Inquiry Based Teaching, and Collaborative Learning. In addition to these strategies, there are several overarching philosophies of instruction that are prevalent throughout the educational program.

They are, as follows:

- *Reflective Care.* Ivy Academia asserts that students learn best when they feel safe and nurtured. Staff foster partnerships with parents in an effort to better understand how they may better support students' behaviors and learning. Staff employ strategies using Capturing Kids' Hearts, a program geared towards developing healthy relationships between members of the Charter School's educational community;
 - *Capturing Kids' Hearts* models how to create high-achieving centers of learning through maximizing students' connectedness. This is maximized through enhancing healthy bonds with faculty and staff and establishing collaborative agreements of acceptable behavior. There are five key indicators of successful school performance: fewer discipline referrals, improved attendance, higher student achievement, lower dropout rates, and higher teacher satisfaction. As a result, students are more focused and positively engaged.
- *Differentiated Instruction.* Optimal learning occurs when a school embraces the understanding that all students can learn. Students maintain varying levels of experience and exposure to academics; some are English Learners, while many others learn at differing rates. Ivy Academia applies Lev Vygotsky's principles of learning when developing educational objectives. The Theory of the Zone of Proximal Development (ZPD) requires Ivy Academia faculty to identify the area between what a student can do independently and easily, and what he/she can do with scaffolding (support and facilitation) and then teaches them at that level. This is also commonly referred to as the student's instructional level. When schools force students to work at a greater level than their instructional ability, students will become easily frustrated, which frequently leads to students giving up, or worse--apathy. This does not mean that students will never be exposed to content or skills that are above their instructional level. Rather, it will be done through great facilitation and guidance, as well as careful planning on the part of the teacher.
- Faculty support students on this educational pathway through scaffolding that supports them in their learning, while encouraging independent success. In any given classroom, students at different levels may require different types of scaffolding (also known as differentiated instruction) to achieve the same result, that is both appropriate and fair.
- Howard Gardner's research asserts that intelligence is not easily defined by assessments, such as traditional I.Q. tests. Rather, knowledge is faceted and is based more significantly on student academic experience. Ivy Academia recognizes that students learn and express mastery differently. Teachers develop opportunities to demonstrate mastery, using multiple intelligences, or multiple modalities, using multiple measures.
- *Culturally Responsive Teaching (CRT).* Ivy Academia believes that each individual student and teacher brings something unique and special to the educational experience. CRT is the consideration of students' cultures when identifying more deeply rooted knowledge and unconscious assumptions that govern cultural worldviews. Freire's Critical Pedagogy is used to ascertain this understanding during opportunities that employ Socratic dialogue. CRT requires faculty to tap into students' deep cultures to identify ways that they can use

their cultural framework to access and engage the world, using the knowledge and skills taught in the classroom. The first step in doing this is to focus on relationship building leading to a culture of care. Students feel validated and believe they can succeed academically. Second, faculty present themselves as allies, or facilitators of knowledge, when providing opportunities for students to express themselves without fear of judgment, including allowing their cultural norms and frameworks to have a presence in the classroom. Many of these are reflected as the hidden curriculum in traditional classrooms. Staff at Ivy Academia validate students in this way through opportunities to: acknowledge students with a smile, nod or handshake; inquire about a student's life outside of school or inquire about important people in a student's life; offer emotional support to students when necessary; express belief in the student's ability to succeed; create opportunities for a student's home culture or language to be represented in the classroom; and share their own cultural frameworks.

Teachers are expected to use an appropriate mix of direct instruction, cooperative learning, and individual student practice for all lessons. Professional development focuses heavily on observations and using data to inform instruction, aligning with the CCSS, and assessing student mastery regularly. It is believed that the combination of a college-preparatory, standards-based curriculum, through an entrepreneurial lens will ensure that all students meet or exceed CCSS.

Ivy Academia uses technology to drive greater levels of achievement and prepare students for the information driven economy of the 21st century. Technology is considered a critical tool for gathering data for school management and supporting faculty to make data-driven decisions that drive instruction.

Technology is used the following ways:

- Computing devices (e.g., desktops, laptops, Chromebooks) are available for student use at the secondary level;
- Students in grades 7-8, and 10-12 are issued individual student Chromebooks. During 2018-2019, implementation of 1:1 devices will be issued to students in Grade 9. All secondary students will have access to 1:1 devices.
- All elementary students receive computer skills training weekly.
- 1:1 devices are provided to students in Grades 4 and 5. During 2018-2019, Grade 3 and 4 students will be assigned 1:1 devices.
- Each faculty member is provided a laptop and is given training on the effective use of technology in the classroom;
- Courses often include web-based research projects and assignments;
- Elementary classrooms have access to Promethean Boards. All classrooms have access LCD projectors;
- Online-based programs (e.g. Achieve3000, Lexia) are used for individual academic intervention an enrichment. Quarterly school-wide incentives are tied to individual improvement. Students have access to this curriculum outside of the school day.
- Secondary advisory courses integrate exposure to software and etiquette necessary for success in business and entrepreneurialism;

- PowerSchool, a web-based student information and school management system, is used to information to parents and students. This includes, but is not limited to, grades, assignments, absences, discipline, and transcripts;
- In an effort to prepare all Grade 3-12 students for computer-based state standardized assessments and 21st century learning, Ivy Academia faculty integrates key technology skills into curriculum. Student access to computer-based lessons and activities have increased with the transition to the CCSS.

Ivy Academia is committed to serving academically low achieving students. Ivy Academia curriculum and program is adapted to improve performance for traditionally low-achieving students. The Charter School has a simple, but specific goal to ensure that all students are prepared for success in college, and are prepared to develop the necessary life and leadership skills required to be entrepreneurs. Ivy Academia ensures that all students identified as low achieving have equal access to a rigorous, college-preparatory education through the following means:

- The Charter School will assess all students to determine learning strengths and weaknesses to evaluate overall proficiency and ensure appropriate placement.
- Identified students will be enrolled in remediation programs to accelerate learning, such as Lexia, Achieve3000, and secondary math and English labs.
- Low-achieving students are provided intervention and after-school homework support.

Socio-economically disadvantaged students will have access to specific intervention and enrichment courses that are appreciated by all students. These may include:

- Home visits.
- Referral to community resources (depending on specific need).
- College and career planning and counselling meetings with parents and student incorporating the framework of critical pedagogy.
- *English Lab*. Achieve3000, a standards-aligned literacy-based program, is an online program intended to improve reading.
- *Math Lab*. iXL, a standards-aligned math-based program, is an online program intended to improve math foundations.
- *Advisory*. All secondary students will be taught specific strategies on how to better succeed in their classes through organizing, note-taking, reading strategies, time management, group work, and asking questions for clarification. Students will also develop technological skills necessary for success in business.
- *Advanced Placement Courses*. Students will have the opportunity to begin taking AP courses beginning in 10th grade with courses offered in History, English, Math, Science, and Spanish. These courses offer students at or above grade level to challenge themselves with rigor equivalent to college courses.
- *Elective Courses*. Students will have exposure to courses in Art, Drama, Film, Chicano Studies, and Journalism. These will ensure students have fulfilled Fine Art and College Preparatory Elective Requirements necessary for admission to UC/CSU.
- *Character Development in Advisory*. Advisors will consistently support students in developing characteristics of leadership, compassion, selflessness, stewardship, perseverance, and faith in themselves and others. Through group bonding activities, students will trust their fellow advisees as a support network for their personal and socio-emotional development.

Academic Calendar and Schedules

A school site committee, consisting of administration, parents and staff, determines the daily bell schedule that meets the needs of students. Ivy Academia will have 180 student days, and an additional 5 faculty workdays, used for professional development, for teachers. Education Code Section 47612.5(a) requires that minimum instructional minutes satisfy the following:

- Kindergarten: 36,000
- Grades 1-3: 50,400
- Grades 4-8: 54,000
- Grades 9-12: 64,800

Ivy Academia surpasses the number of required minutes for each of these grades. The Charter School will require its pupils to be in attendance at the Charter School site at least 80 percent of the minimum instructional time required pursuant to Education Code Section 47612.5(e)(1) and 47612.5(e)(1). Students who have excessive tardies will be referred to Ivy Academia's Student Attendance Review Team ("SART") in compliance with the Charter Schools attendance policy. Students with absences (excused or unexcused) from a class period more than four times in a given semester will be referred to the SART for support with interventions. Any TK-12 student who receives three or more unexcused absences will be referred to SART. The SART aims to work with families to ensure that students comply with compulsory education laws. SART is both a prevention and intervention tool that can be utilized to address trancies, excessive tardies, and excessive absences.

SART's duties include:

- Reviewing school-wide attendance data;
- Creating prevention strategies to encourage consistent student attendance;
- Identifying students struggling to meet attendance expectations;
- Creating intervention plans for struggling students;
- Monitoring progress of students on contracts; and
- Determining consequences for excessive absences, up to and including, loss of course credit or referral to the judicial system

If a student is absent from a class period for more than 5 days during the course of a semester, he/she may not receive credit in that course.

Instructional Days and Minutes Calculator - Ivy Academia School Year 2018-2019

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	Yes	162	330	16	240	2	240	0	N/A	180	36000	57780	21780
1	Yes	162	350	16	240	2	240	0	N/A	180	50400	61020	10620
2	Yes	162	350	16	240	2	240	0	N/A	180	50400	61020	10620
3	Yes	162	350	16	240	2	240	0	N/A	180	50400	61020	10620
4	Yes	162	350	16	240	2	240	0	N/A	180	50400	61020	7020
5	Yes	162	350	16	240	2	240	0	N/A	180	50400	61020	7020
6	Yes	162	350	16	240	2	240	0	N/A	180	50400	61020	7020
7	Yes	160	375	18	240	2	240	0	N/A	180	54000	64800	10800
8	Yes	160	375	18	240	2	240	0	N/A	180	54000	64800	10800
9	Yes	160	375	18	240	2	240	0	N/A	180	64800	64800	0
10	Yes	160	375	18	240	2	240	0	N/A	180	64800	64800	0
11	Yes	160	375	18	240	2	240	0	N/A	180	64800	64800	0
12	Yes	160	375	18	240	2	240	0	N/A	180	64800	64800	0

Ivy Academia's 2018-2019 school year calendar is included below. The anticipated first day will be Monday, August 13, and the last day of instruction is anticipated as Thursday, June 6.



IVY ACADEMIA SCHOOL CALENDAR 2018-2019 PROPOSED

Non-School Days – No Students & Teachers	Holiday-Schools & Offices Closed	TK-12 -Minimum Day – Students and Teachers leave at minimum day
TK-6 – Early Dismissal – Parent/Teacher Conferences and/or Teacher Preparation	TK-12 – Early Dis. Pnt Conf, Teacher collaboration and/or professional development	Teacher Work Day - Professional Development Day (No School for Students)
2/23 – Entrepreneurial Convention 8/10 – Orientation 8/13 – First Day of School 6/6 – Last Day of School	Back to School Night – Minimum Day by Site 9/5 – 6 PM Grades 7-12 9/12 – 6 PM – Grades TK-6	Open House – Minimum Day by Site 3/7-6PM – Grades 7-12 3/14– 6PM – Grades TK-6

S	M	T	W	TH	F	SA	JULY 2018
1	2	3	4	5	6	7	July 4 – Holiday-Independence Day –Offices Closed
8	9	10	11	12	13	14	
15	16	17	18	19	20	21	
22	23	24	25	26	27	28	
29	30	31					

S	M	T	W	TH	F	SA	AUGUST 2018
			1	2	3	4	Aug 7-9 – Professional Development/Teacher Work Day
5	6	7	8	9	10	11	Aug 10-1-7 PM Grades 7-12 Class Schedules/Orientation
12	13*	14	15	16	17	18	Aug 10-6-7 PM TK-6 Orientation
19	20	21	22	23	24	25	Aug 13* - First Day of School, TK-12 Early Dismissal – Teacher Collab
26	27	28	29	30	31		Aug 15 – TK-12 Early Dismissal-Teacher Collaboration, Professional Dev.

S	M	T	W	TH	F	SA	SEPTEMBER 2018
						1	Sept 3 – Holiday - Labor Day –No School/Offices Closed
2	3	4	5	6	7	8	Sept 5- Gr. 7-12 Minimum Day – 6:00 Gr. 7-12 Back to School Night
9	10	11	12	13	14	15	Sept 10-11 - Rosh Hashanah - No School
16	17	18	19	20	21	22	Sept 12- Gr. TK-6 Minimum Day – 6:00 Gr. TK-6 Back to School Night
23	24	25	26	27	28	29	Sept 19 – Yom Kippur – No School
30							Sept 26 – TK-12 Early Dismissal-Teacher Collaboration, Professional Dev.

S	M	T	W	TH	F	SA	OCTOBER 2018
	1	2	3	4	5	6	
7	8	9	10	11	12*	13	Oct 12* – Quarter 1 Ends (41 days)
14	15	16	17	18	19	20	Oct 17 –TK-12 Early Dismissal-Teacher Collab. & Professional Dev.
21	22	23	24	25	26	27	Oct 18-19 – TK-12 Early Release – Parent Teacher Conferences
28	29	30	31				Oct 31 – TK 12 Minimum Day for Teachers and Students

S	M	T	W	TH	F	SA	NOVEMBER 2018
				1	2	3	Nov 12– Holiday – Veterans' Day Observed– Offices Closed
4	5	6	7	8	9	10	Nov 14 - TK-12 Early Dismissal-Teacher Collab. & Professional Dev.
11	12	13	14	15	16	17	Nov 19-21 – Fall Break – No School
18	19	20	21	22	23	24	Nov 22-23 –Holiday -Thanksgiving Break – Offices Closed
25	26	27	28	29	30		

S	M	T	W	TH	F	SA	DECEMBER 2018
						1	Dec 12 –TK-12 Early Dismissal-Teacher Collaboration & Finals
2	3	4	5	6	7	8	Dec 13-14-TK-12 Early Dismissal-Finals Schedule
9	10	11	12	13	14*	15	Dec 14*- End Q2/S1 (80 days)
16	17	18	19	20	21	22	Dec 24, 25 – Holiday –Christmas– Offices Closed
26	24	25	26	27	28	29	Dec 17-21- Winter Break – No School
30	31						Dec 26-31 – School Dark Offices Closed

(TK – 12) – 21 Minimum Days (Includes Parent Conferences and Teacher Collaboration and/or Professional Development)
(180) – Student Days (186) – Teacher Days

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IVY ACADEMIA SCHOOL CALENDAR

2018-2019 PROPOSED

Non-School Days – No Students & Teachers	Holiday-Schools & Offices Closed	TK-12 -Minimum Day – Students and Teachers leave at minimum day
TK-6 - Early Dismissal – Parent/Teacher Conferences and/or Teacher Preparation	TK-12 – Early Dis. Pnt Conf, Teacher collaboration and/or professional development	Teacher Work Day - Professional Development Day (No School for Students)
2/23 – Entrepreneurial Convention 8/10 – Orientation 8/13 – First Day of School 6/6 – Last Day of School	Back to School Night– Minimum Day by Site 9/5 – 6 PM Grades 7-12 9/12 – 6 PM – Grades TK-6	Open House – Minimum Day by Site 3/7-6PM – Grades 7-12 3/14– 6PM – Grades TK-6

S	M	T	W	TH	F	SA	JANUARY 2019
		1	2	3	4	5	Jan 1 – Holiday – New Year's – Offices Closed
6	7*	8	9	10	11	12	Jan 2 – 4 – Winter Break – No School
13	14	15	16	17	18	19	Jan 7* – Students Resume
20	21	22	23	24	25	26	Jan 14 – Holiday – Martin Luther King Jr. Day – Offices Closed
27	28	29	30	31			Jan 16 – TK-12 Early Dismissal-Teacher Collaboration & Professional Dev.

S	M	T	W	TH	F	SA	FEBRUARY 2019
					1	2	
3	4	5	6	7	8	9	
10	11	12	13	14	15	16	Feb 18 – Holiday - President's Day –Offices Closed
17	18	19	20	21	22	23	Feb 20 – TK-12 Early Dismissal-Teacher Collab. & Professional Dev.
24	25	26	27	28			Feb 22 – TK-12 Early Dismissal – E Convention til 6 PM 2 work days

S	M	T	W	TH	F	SA	MARCH 2019
					1	2	Mar 6 - Open House Grades 7-12
3	4	5	6	7	8	9	Mar 13 - Open House Grades K-6
10	11	12	13	14	15	16	Mar 20 –TK-12 Early Dismissal-Teacher Collab. & Professional Dev.
17	18	19	20	21	22*	23	Mar 22* - Quarter 3 Ends (133 days)
24	25	26	27	28	29	30	
31							

S	M	T	W	TH	F	SA	APRIL 2019
	1	2	3	4	5	6	
7	8	9	10	11	12	13	
14	15	16	17	18	19	20	Apr 10 –TK-12 Early Dismissal-Teacher Collab. & Professional Dev.
21	22	23	24	25	26	27	Apr 15-22 – Spring Break – No School
28	29	30					

S	M	T	W	TH	F	SA	MAY 2019
			1	2	3	4	May 15- TK-12 Early Dismissal-Teacher Collab. & Professional Dev
5	6	7	8	9	10	11	
12	13	14	15	16	17	18	May 27 – Holiday – Memorial Day – Offices Closed
19	20	21	22	23	24	25	
26	27	28	29	30	31		

S	M	T	W	TH	F	SA	JUNE 2019
						1	Jun 4 – Gr. TK-12 Early Dis – EOY Prep
2	3	4	5	6	7	8	Jun 5 – Gr. TK-12 Early Dis -EOY Prep.; 9AM Kinder 11AM 6th Culmin
9	10	11	12	13	14	15	June 6* Gr.TK-12 Early Dismissal – Last Day, (End Q 4/ Sem 2 180 days)
16	17	18	19	20	21	22	June 6-11:00 8 th Promotion, 2:00 HS Graduation
23	24	25	26	27	28	29	June 7 – Teacher Collab. & Professional Dev
30							

(TK – 12) – 21 Minimum Days (Includes Parent Conferences and Teacher Collaboration and/or Professional Development)
 (180) – Student Days (186) – Teacher Days

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*Sample Elementary Bell Schedule*Grades TK/Kindergarten

Calendar	8:00– 8:30
Language Arts	8:30 – 9:30
<i>Recess 1</i>	<i>9:30-9:45</i>
Math	9:45-10:55
Centers/ELD	10:55-11:25
<i>Lunch</i>	<i>11:25 – 12:00</i>
Read Aloud	12:00 – 12:10
Social Science/Science	12:10 – 12:55
Business Skills	12:55 – 1:20
<i>Recess 2</i>	<i>1:20- 1:35</i>
Centers	1:35 – 2:20
Exit Cards/ Dismissal	2:20 – 2:35

Grades 1st, 3rd, 5th

ELD/UA	8:00- 8:45
Language Arts	8:45 – 10:10
<i>Recess</i>	<i>10:10-10:25</i>
Math	10:25-12:05
Writers Workshop/Centers	12:05-12:40
<i>Lunch</i>	<i>12:40 – 1:15</i>
DEAR	1:15 – 1:25
Social Science/Science	1:25 – 2:10
Business Skills	2:10 – 2:30
Exit Cards/ Dismissal	2:30 – 2:35

Grades 2nd, 4th, 6th

ELD/UA	8:00– 8:45
Language Arts	8:45 – 10:15
<i>Recess</i>	<i>10:15-10:30</i>
Math	10:30-11:50
Business Skills	11:50 – 12:20
<i>Lunch</i>	<i>12:20 – 12:55</i>
DEAR	12:55 – 1:05
Social Science/Science	1:05 – 1:50
Writer’s Workshop/Centers	1:50 – 2:30
Exit Cards/ Dismissal	2:30 – 2:35

*Sample Middle/High School Regular Bell Schedule*Grades 7-12

Advisory	7:45 – 8:07
Passing	8:07 – 8:10
Period 1	8:10 – 9:01
Passing	9:01 – 9:04
Period 2	9:04 – 9:55
Nutrition	9:55 – 10:01
Passing	10:01 – 10:04
Period 3	10:04 – 10:55
Passing	10:55 – 10:58
Period 4	10:58 – 11:49
Passing	11:49 – 11:52
Period 5	11:52 – 12:43
Lunch	12:43 – 1:28
Passing	1:28 – 1:31
Period 6	1:31 – 2:22
Passing	2:22 – 2:25
Period 7	2:25 – 3:15

*Sample Elementary Minimum Day Schedule*Grades TK/Kindergarten

Calendar	8:00 – 8:30
Language Arts	8:30 – 9:10
Business Skills	9:10-9:30
Recess	9:30-9:45
Math	9:45-10:30
Social Studies/Science	10:30-11:15
Centers/ELD	11:15 – 12:00
Exit Cards/ Dismissal	12:00 – 12:15

Grades 1st, 3rd, 5th

ELD/UA	8:00 – 8:35
Language Arts	8:35 – 10:10
Recess	10:10-10:25
Math	10:25-11:25
Social Studies/Science	11:25-11:55
Business Skills	11:55 – 12:10
Exit Cards/ Dismissal	12:10 – 12:15

Grades 2nd, 4th, 6th

ELD/UA	8:00 – 8:35
Language Arts	8:35 – 10:15
<i>Recess</i>	<i>10:15- 10:30</i>
Math	10:30-11:30
Social Studies/Science	11:30-12:00
Business Skills	12:00 – 12:10
Exit Cards/ Dismissal	12:10 – 12:15

*Sample Middle/High School Minimum Day Schedule*Grades 7-12

Period 1	7:45 –8:17
<i>Passing</i>	<i>8:17-8:20</i>
Period 2	8:20-8:52
<i>Passing</i>	<i>8:52 – 8:55</i>
Period 3	8:55 – 9:27
<i>Lunch</i>	<i>9:27 – 9:55</i>
<i>Passing</i>	<i>9:55 – 9:58</i>
Period 4	9:58 – 10:30
<i>Passing</i>	<i>10:30-10:33</i>
Period 5	10:33 – 11:05
<i>Passing</i>	<i>11:05 – 11:08</i>
Period 6	11:08 – 11:40
<i>Passing</i>	<i>11:40 – 11:43</i>
Period 7	11:43-12:15

Examples of Minimum Days:

- Back-to-School Night: Used to provide teachers additional preparation time for evening event with parents.
- Monthly Professional Development: Time allocated to develop and refine strategies to increase student engagement.
- Finals: Time allocated to increase additional time for students to study and prepare for assessments.
- Parent Conferences: Minimum days are used to increase time for parents and teachers to discuss student progress.

Proposed Master Schedule

The following master schedule illustrates how courses and teachers (for secondary) align with the daily schedule. Administrators and teachers make adjustments to the master schedule to add additional approved courses and curriculum, as needed.

7th Grade Master Schedule

TEACHER	Advisory	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7
ELA	ADVISORY	ENG 7	ENG 7H	PREP	ENG 7	YRBK		
MATH	ADVISORY	MA 7H	MA 7	MA 7		PREP		
SCIENCE	ADVISORY			SCI 7	SCI 7H	SCI 7	PREP	
HISTORY	ADVISORY	HSS 7			HSS 7		HSS 7H	PREP
PE	ADVISORY		PE				PE	PE
SAI				PREP		ACAD SUP		ACAD SUP
ELECTIVE				BUS 7	BUS 7		BUS 7	ECHO

8th Grade Master Schedule

TEACHER	Advisory	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7
ELA	ADVISORY		ENG 8H			ENG 8	PREP	ENG 8
MATH	ADVISORY	MA 8	PREP	MA 8H	MA 8			
SCIENCE	ADVISORY	SCI 8H			SCI 8		SCI 8	
HISTORY	ADVISORY	PREP	HSS 8	HSS 8	PREP	HSS 8H		
PE	ADVISORY	SPORT MED		PE	PE	PE		
SAI					ACAD SUP	PREP	ACAD SUP	
ELECTIVE	ADVISORY		BUS 8				YRBK	BUS 8/ ECHO

9th Grade Master Schedule

TEACHER	Advisory	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7
ELA	ADVISORY	ENG 9H		ENG 9	ENG 9	PREP		
MATH	ADVISORY		PREP	ALG I H	ALG I	ALG I		
SCIENCE	ADVISORY	PREP	BIO		BIO H	BIO	BIO	
FOREIGN LANGUAGE	ADVISORY	SPN I	SPN I	SPN I	PREP			
ELECTIVE	ADVISORY	HEALTH/ GEO	VISUAL ART	PREP		HEALTH/ GEOG	HEALTH/ GEO	VISUAL ART/ECHO
PE	ADVISORY		PE			PREP	PE	PE
SAI			ACAD SUP	ACAD SUP				

10th Grade Master Schedule

TEACHER	Advisory	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7
ELA	ADVISORY	PREP		ENG 10H	ENG 10			ENG 10
MATH	ADVISORY		GEOM/ ALG II	GEOM			GEOM	
HISTORY	ADVISORY	AP WORLD HISTORY	PREP	WORLD HISTORY		WORLD HISTORY		
SCIENCE	ADVISORY	CHEM	CHEM		AP BIO/ CHEM	PREP		
FOREIGN LANGUAGE ELECTIVE	ADVISORY		SPN II		PREP	SPN II		SPN II
	ADVISORY	VISUAL ART		PREP	VISUAL ART		VISUAL ART	ECHO
PE SAI	ADVISORY		ACAD SUP		PREP	PE	PE	PE ACAD SUP

11th Grade Master Schedule

TEACHER	Advisory	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7
ELA	ADVISORY	PREP	ENG 11				AP LANG	
MATH	ADVISORY		PREP	ALG II/ BUS MA		ALG II/ PRECALC		
HISTORY	ADVISORY	US HST		PREP	AP US			
SCIENCE	ADVISORY			AP CHEM /PHYS	PREP	PHYSICS		
FOREIGN LANGUAGE ELECTIVE	ADVISORY		SPN III			PREP		
	ADVISORY	BUS I	JRLNSM		VISUAL ART	PREP	BUS 1	FILM
SAI								ACAD SUP

12th Grade Master Schedule

TEACHER	Advisory	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7
ELA	ADVISORY		PREP	AP ENG LIT			ENG 12	
MATH	ADVISORY	PREP			PRECALC/ AP CALC	ALG II/ PRECALC		
HISTORY	ADVISORY			PREP	GOVT/ ECON	APGOVT/ ECON		
SCIENCE	ADVISORY	PHYSICS	PHYSICS				PREP	
FOREIGN LANGUAGE ELECTIVE	ADVISORY				PREP		AP SPAN	PREP
	ADVISORY	BUS II	DRAMA	BUS II		PREP	CHC STUD	YRBK
SAI			ACAD SUP			ACAD SUP		

Staff Selection Process: Ivy Academia Charter School is dedicated to excellence, a key to which is the selection of well-trained individuals who can exert every effort to raise standards, improve service, promote a climate in which the exercise of sound personal and professional judgment is encouraged, and to achieve conditions that attract individuals worthy of trust to careers in education. During selection process, Ivy Academia will do the following:

- Position Announcement
 - Information in the job announcement shall include a detailed description of the position responsibilities, skills, knowledge and abilities necessary for successful job performance.
 - General information to the work unit to which the position is assigned shall also be provided.
 - Statements regarding equivalent experience/education shall be specifically cited when appropriate.
 - Conditions of employment, salary, benefits, and working conditions shall be cited in job announcements.
 - When desirable qualification are used, these qualifications shall be stated separately from minimum qualifications.
- Selection Committee for New Employees
 - Human Resources establishes a Selection Committee which consists of the following positions, dependent on the vacant position:
 - Involved supervisor or designee
 - General Education Teacher(s)
 - Member(s) of Support Staff
 - Special Education Teacher(s)
 - Deputy Executive Director
 - Executive Director
 - Parent(s)
 - Administrator(s)
 - The Committee seeks to include individuals that represent groups with whom the selected person will have significant interaction. Every attempt will be made to compose a Committee that is diverse in experience, ethnicity, age and gender. The Committee will provide input/feedback to the Chairperson regarding screening and interviewing.
 - The Committee screens all applications. If it fails to identify an acceptable number of candidates who meet both minimum and desirable qualifications for interviews, and the Director of Human Resources, Deputy Executive Director and the Chairperson are satisfied that the applicant search was comprehensive and intensive, others on the list of applicants who meet minimum requirements may be interviewed. If the selection process results indicate the search was not sufficiently exhaustive, the position will be reopened.
 - The Selection Committee is responsible for recommending those candidates, per position, who were rated as “meeting requirements” or above. The names of the candidates are presented for consideration and are scheduled for an oral interview with the Selection Committee. The top three finalists recommended in order of desirability. Final interviews are given, if deemed necessary.

- Ivy Academia selects employees based upon its needs, the recommendation of the Selection Committee, reference/background checks, and the Equal Employment Opportunity/Fair Employment and Housing Act.
- Process
 - *Screening.* Selection criteria is developed, and every effort is used that is job-related and is a predictor of successful job performance.
 - *Interviewing.* All qualified candidates are scheduled for interviews as vacancies arise. Rating sheets are used to reflect scores and comments.
 - *Reference Checks.* Reference checks are conducted.

Site administration is responsible for ultimate hiring decisions and for reviews of all site-based employees.

Professional Development

Ivy Academia's faculty and staff are offered a range of professional development opportunities, including: data analysis of formative and summative assessments; development of SMART goals; RtI; Positive Behavior Support; Ability Awareness; Capturing Kids' Hearts; 504 and IEP Implementation; Specially Designed Academic Instruction in English ("SDAIE") strategies and English Language Development; Cultural Proficiency; Depth and Complexity Icons; Project-Based Learning; Integration of National Entrepreneurial Standards with CCSS; Integration of Critical Pedagogy on cultural pedagogy and its relation to education, using Ruby Payne and Paulo Freire research; and Integration of Technology for the 21st Century. Faculty are also provided professional development opportunities during daily planning time with their mentors/peers and weekly staff/grade level or department meetings to ensure application of new concepts and successful implementation of new skills. Faculty and staff are encouraged to attend workshops and seminars. Recently, the staff attended Advanced Placement Training and the California Charter Schools Association Conference. In addition, one principal attended the Association of California School Administrators' ("ACSA") Leadership Institute and the Executive Director attended ACSA's Superintendent's Academy. Staff members frequently participate in a variety of local conferences and workshops.

Each year the Charter School develops a Professional Development Calendar. Each month, Ivy Academia teachers are provided an early release day to collaborate as a whole, grade level or department, and committee. Ivy Academia provides a two-hour Professional Development training each month. Likewise, each site encourages collaboration during weekly site staff meetings. Twice a month, time is allocated for professional learning communities so that teachers may collaborate as grade levels or departments. Goals include developing lesson designs that seek mastery of standards, CCSS integration, data analysis, differentiation of instruction, etc. The Professional Development provided on early release days is prepared and delivered by Charter School staff (Executive Director, Principals, Teacher Leadership Teams), outside presenters (attorneys, specialists, business partners), and on-line training.

A common thread in all Professional Development is how to apply best practices and strategies to meet the needs of subgroups, including English Learners and Special Education students. Below is a sample School-wide Professional Development Plan for the 2017-2018 school year.

Sample Faculty Professional Development Plan

Date	Time	Location	Type	Topic
8-6-18	9AM -12PM	Valley Circle	New Teachers	New Teacher Training/1*
8-7-18	8AM – 4PM	Elementary	EL Teachers	Site Meeting (8AM) Room Prep
8-7-18	8AM – 4PM	Valley Circle	MS/HS Teachers	Site Meeting (8AM) Room Prep
8-8-18	8AM – 4PM	Elementary	EL Teachers	Room Prep
8-8-18	8AM – 4PM	Valley Circle	MS/HS Teachers	Room Prep
8-9-18	9AM-4PM	Valley Circle	All Teachers	9-10 AM ALL IVY 10 AM-12 PM & 1-4 PM Rotations of Canvas/Step UpToWriting/ E-Standards/D&C
8-10-18	11AM-7PM	Valley Circle	MS/HS Teachers	Site Meeting (11 AM), Room Prep and 6-7 PM Orientation
8-10-18	11AM-7PM	Elementary	EL Teachers	Site Meeting (11 AM), Room Prep and 6-7 PM Orientation
8-13-18	1:00-2:00PM	Site	Site Specific	First Day Debrief
8-15-18	1:30-3:30PM	Valley Circle	All Teachers	Step Up to Writing
8-20-18	3:30-3:50PM	Site	New Teachers	AIMSWeb, CELDT, RtI, UA
8-22-18	3:30-4:30PM	Site	Grade	E/Technology Standards Projects
8-29-18	3:30-4:30PM	Site	Grade	Canvas/Lexia/Back to School
9-5-18	6:00-7:00PM	Site	MS/HS Teachers	Minimum Day - Back to School Night
9-5-18	3:30-4:30PM	Site	EL Teachers	Prepare for Progress Monitoring/2*
9-12-18	6:00-7:00PM	Site	EL Teachers	Minimum Day - Back to School Night
9-12-18	3:30-4:30PM	Site	MS/HS Teachers	Prepare for Progress Monitoring/ Quarter 1 Deficiency Notices/2*
9-17-18	3:30-3:50PM	Site	New Teachers	Prepare for Goal Setting/ Discipline Issues
9-26-18	1:30-3:30PM	Valley Circle	All Teachers	Step Up to Writing/Writing Rubrics
10-3-18	3:30-4:30PM	Site	Site Specific	ELD, Ivy Community/E-Convention/RtI/UA/3*
10-8-18	3:30-3:50 PM	Site	New Teachers	Parent/Teacher Conferences
10-10-18	3:30-4:30PM	Site	Grade	Quarter 1 Deficiency Notices
10-17-18	1:30-3:30PM	Valley Circle	All Teachers	Data Teams

Date	Time	Location	Type	Topic
10-24-18	3:30-4:30PM	Site	Grade	Re-Teach Day
11-5-18	3:30-3:50PM	Site	New Teachers	Science Fair/ Projects over Break
11-7-18	3:30-4:30PM	Site	Site Specific	Site Specific/Re-Teach Day/ Data Review/Teaching Across the Disciplines/4*
11-14-18	1:30-3:30PM	Valley Circle	All Teachers	SBAC/MAP Update
11-28-18	3:30-4:30PM	Site	Department	E-Convention, Math Competition and Ivy Idol
12-3-18	3:30-3:50PM	Site	New Teachers	Final Grades for Semester 1 with comments
12-5-18	3:30-4:30PM	Site	Site Specific	Site Specific/5*
12-12-18	1:30-3:30PM	Valley Circle	All Teachers	E-Convention/Projects/STEGAM
1-9-19	3:30-4:30PM	Site	Site Specific	Site Specific/6*
1-16-19	1:30-3:30PM	Valley Circle	All Teachers	Data Team
1-21-19	3:30-3:50PM	Site	New Teachers	Returning after Break/Student Motivation
1-23-19	3:30-4:30PM	Site	Grade	Re-Teach/ Review Data S1, Homecoming, Speech and Debate
1-30-19	3:30-4:30PM	Site	Department	My Role in an IEP meeting/1*
2-6-19	3:30-4:30PM	Site	Site Specific	Site Specific/7*
2-11-19	3:30-3:50PM	Site	New Teachers	Career Week
2-13-19	3:30-4:30PM	Site	Grade	E-Convention
2-20-19	1:30-3:30PM	Valley Circle	All Teachers	Teacher Leader Planned
2-27-19	3:30-4:30PM	Site	Department	Risk Assessment/8*
3-4-19	3:30-3:50PM	Site	New Teachers	Open House
3-6-19	3:30-4:30PM	Site	EL Teachers	Site Specific
3-13-19	3:30-4:30PM	Site	MS/HS Teachers	Site Specific
3-20-19	1:30-3:30PM	Valley Circle	All Teachers	Data Team
3-27-19	3:30-4:30PM	Site	Site Specific	Site Specific/9*
4-3-19	3:30-4:30PM	Site	Grade	Review Long Range Plans
4-10-19	1:30-3:30PM	Valley Circle	All Teachers	Writing Exemplars/Step Up Day
4-24-19	3:30-4:30PM	Site	Department	Review Long Range Plans
5-1-19	3:30-4:30PM	Site	Site Specific	Site Specific/10*
5-8-19	3:30-4:30PM	Site	Grade	Long Range Plans

Date	Time	Location	Type	Topic
5-15-19	1:30-3:30PM	Valley Circle	All Teachers	Teacher and Staff Appreciation MAP Update
5-22-19	3:30-4:30PM	Site	Site Specific	EOY Check-out
5-29-19	3:30-4:30PM	Site	Grade	Promotion/Graduation
6-4-19	1:30-3:30PM	Site	All Teachers	Room Prep/Grades Finalized
6-5-19	1:30-3:30PM	Site	All Teachers	Room Prep/Grades Finalized
6-7-19	7:30AM-3:00PM	Site	All Teachers	Site Meeting (8:30-9:30) Room Prep

- *Professional Development Topics Concerning Special Education
 1. Role in IEP
 2. Purpose of RtI/Business Class
 3. Role of Paraprofessionals in Class
 4. Common Accommodations for Assignments/Projects/Tests
 5. How to Grade Students with IEPs
 6. Accommodating a Lesson Plan
 7. How to Track Accommodations and Collect Evidence
 8. Strategies that Work Best for Struggling Learners
 9. What are Specific Learning Disabilities
 10. When to Call an IEP

Professional Development is very important for Ivy Academia. In May of each year, the Curriculum Council determines the needs for Professional Development for the following year. Ivy Academia has tried to choose Professional Development that supports rigorous academics and the whole child. In the current year, teachers have been trained on Capturing Kids' Hearts, Achieve 3000, and all the required annual trainings. Every Tuesday, teachers have Professional Development. The first Tuesday is a regular faculty meeting by site. Topics include safety, improving discipline, common grading. The second Tuesday is an early-release, two hour all faculty meeting held at the Valley Circle Campus. Topics include Curriculum, Achieve 3000 Training, WASC Writing, Curriculum Framework, and Entrepreneurial Framework. The third Tuesday is an elementary grade level, a secondary department meeting run by the grade level, or department chair as Ivy Academia believes in shared leadership. Topics include analyzing benchmark data, planning re-teach day, brainstorming strategies to help strategic and intensive students. The fourth Tuesday is an elementary vertical meeting and a secondary grade level meeting run by the grade level or department chair. Topics include discussions of best practices, Project-Based Learning, standards mastery and expectations for students.

Teachers who are in their first years of teaching are able to clear their credential through the Ventura County Office of Education's Induction Program. Ivy Academia provides opportunities for the veteran teachers to serve as Induction Support Providers. In addition to the Induction Program, teachers who receive an evaluation rating of Basic are provided with a Mentor Teacher. Mentor Teachers are usually the grade level or department chair, but it could be another teacher based on the needs of the teacher receiving a rating of Basic. Professional Development is

encouraged through the process of honoring units received for taking credit-based classes toward improving and enhancing teacher practice.

In addition to Professional Development for teachers, Ivy Academia also provides Professional Development for classified staff. Each site holds a monthly staff meeting with all classified staff assuring that they are versed in the school-wide models of Capturing Kids' Hearts, Positive Behavior Support, timecards and awareness of school-wide events. The Student Support Services department also meets with classified staff monthly and assures they have additional training on data tracking and response to crisis.

Meeting the Needs of All Learners

English Learners

Ivy Academia will meet all applicable legal requirements for EL Learners as they pertain to the initial testing of students in their primary language and to the notification of annual testing results to parents. The home language survey will be given upon a student's initial enrollment into Ivy Academia. Ivy Academia shall provide parent outreach services and meaningfully inform parents with limited English proficiency of important information, including transferability of courses, meeting college entrance requirements and transferring in/out of the Charter School and other school matters to the same extent as other parents. Parents shall also be kept properly informed regarding student identification, placement, program options including ELD, sheltered core content instruction and waiver for primary language content instruction, teacher qualifications and training, reclassification to fluent English proficient status, our monitoring and evaluating program effectiveness, and standardized testing requirements. Each English Learner with disabilities will be assessed for English proficiency using accommodations and modifications as set out in the IEP or Section 504 plan. Ivy Academia will implement policies to assure proper placement, evaluation, and communication regarding EL's as well as the rights of students and parents.

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

Plan to Achieve Success: Ivy Academia will have an English Language Coordinator and English Learner Plan. It will have a fully-functioning English Learner Advisory Committee ("ELAC") of teachers and parent representatives meeting a minimum of four times each year. They will advise the School Site Council ("SSC") about programs for English Learners. Parents who represent ELAC at SSC will be elected by parents of English Learners. ELAC will establish and maintain by-laws, agendas and minutes. The Charter School continues to provide communication to parents in languages other than English, primarily in Spanish and Russian.

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

Ivy Academia offers English Learner Parent Training in the form of information available regarding: Reading Strategies, Test Taking Strategies, Test Preparation, Reclassification Procedures and Results, and Literacy Activities. An annual Reclassification Celebration is held for every student who meets Reclassification Criteria.

Ivy Academia administers the home language survey upon a student's initial enrollment into the Charter School. All students who indicate that their home language is other than English will be tested with the English Language Proficiency Assessments for California ("ELPAC"). The ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed) and is aligned with the 2012 California ELD Standards.

The ELPAC consists of two separate assessments:

- *Initial Assessment ("IA")*: The ELPAC IA is used to identify students as either an English Learner, or as fluent in English. The IA is administered only once during a student's time in the California public school system based upon the results of the home language survey. The locally scored IA will be the official score. The IA is given to students in grades K–12 whose primary language is not English to determine their English proficiency status.
- *Summative Assessment ("SA")*: ELs will take the SA every year until they are reclassified as fluent English proficient. The ELPAC SA is only given to students who have previously been identified as an EL based upon the IA results, in order to measure how well they are progressing with English development in each of the four domains. The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

Both the ELPAC SA and IA are paper–pencil assessments administered in seven grade spans—K, 1, 2, 3–5, 6–8, 9–10, and 11–12. In kindergarten and grade 1, all domains are administered individually. In grades 2–12, the test is administered in groups, exclusive of speaking, which is administered individually.

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

The IA testing window will be year-round (July 1–June 30). Any student whose primary language is other than English as determined by the home language survey and who has not previously been identified as an English Learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English

language proficiency within 30 calendar days after the date of first enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year.

The SA testing window will be a four-month window after January 1 (February 1–May 31). The English language proficiency of all currently enrolled English Learners shall be assessed by administering the test during the annual assessment window.

The Charter School will notify all parents of its responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results from publisher. The ELPAC shall be used to fulfill the requirements under the Every Student Succeeds Act for annual English proficiency testing.

Guidelines for Reclassification: The ELPAC assesses student performance in the following areas: Listening, Speaking, as well as Reading and Writing. In order to be reclassified RFEP, Ivy Academia uses the following multiple measures:

- **Reclassification Criteria**
 - ELPAC Score: Well Developed (4) or greater, with all subgroups of Moderately Developed (3) or greater.
 - ELPAC Level 4 or greater; CAASPP Language Arts Results Met or Exceeded proficiency.
 - Teacher Recommendation: Teacher(s) determine(s) student to have acquired sufficient academic language skills to succeed in an English-only program as follows: Student is adequately progressing toward or met the grade level English Language Arts standards. Student receives a passing grade in English Language Arts.
 - Parental Input: Parent(s) have the opportunity to participate in the reclassification procedure by providing their opinion and consultation to the process.

The Charter School uses a curriculum-embedded assessment on AIMSWEB to assess language proficiency four times a year in addition to the ELPAC test.

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

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

Each EL student has an ELD Folder to track academic progress. We maintain ELD information including: Home Language Survey, ELPAC results, Reclassification Forms, and Year 1 and Year 2 monitoring forms. Ivy Academia will provide intervention to students who score Standard Nearly Met or Standard Not Met in English Language Arts and Math on the CAASPP.

Ivy Academia's EL program is designed to enable EL students to attain both English proficiency and parity of participation in the standard instructional program, comparable to their never-EL peers, within a reasonable period of time. Research shows that effective academic programs for ELs eliminate achievement gaps by providing cohesive, sustained systems of support. Another key element of effective EL programs is full access to academic, grade-level content. This access facilitates ELs' exiting from EL programs when they achieve English proficiency within a reasonable period of time, participating meaningfully in classes without EL services, and graduating prepared for college and careers. Ivy Academia evaluates the EL program on an annual basis by gathering and analyzing data on EL students and modifies the program and services as appropriate.

Ivy Academia formally monitors EL and RFEP students at least three times during the school year at the Language Appraisal Team (LAT) meeting. This meeting is held by the EL Coordinators, an Administrator, classroom (general education and special education, if necessary) teachers, and parents. During the LAT meeting, the discussion centers around the assessment of English proficiency (CELDT/ELPAC) data, performance in basic skills (CAASPP and benchmark data) and teacher evaluation of student performance. Parents are notified about and invited to attend the LAT meeting and are provided with an EL progress report at the end of each reporting period (quarterly). All RFEP students are monitored, for at least two years after being re-designated, to ensure they are experiencing success. The monitoring process begins on the date the student is re-classified. The classroom teacher (in elementary, grades TK-5th) and English teacher (in middle and high school, grades 6th-12th) monitors the student at the end of the first two grading periods that follow the designation. The site EL Coordinator and classroom/English teachers will review the annual assessment data for two years.

Ivy Academia formally monitors LTEL students and students at-risk for being an LTEL at least three times during the school year at the Language Appraisal Team (LAT) meeting. This meeting is held by the EL Coordinators, an Administrator, classroom (general education and special education, if necessary) teachers, and parents. During the LAT meeting, the discussion centers around the assessment of English proficiency (CELDT/ELPAC) data, performance in basic skills (CAASPP and benchmark data) and teacher evaluation of student performance. Parents are notified about and invited to attend the LAT meeting and are provided with an EL progress report at the end of each reporting period (quarterly). In addition, we have found that LTEL students and students at-risk for being an LTEL typically struggle in other academic areas. To counteract this trend, these students are enrolled in additional support periods such as English lab, Math lab, and Business Skills in addition to receiving designated ELD instruction.

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

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

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

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

All English Learners, levels 4-1 (4: well developed, 3: moderately developed, 2: somewhat developed, 1: minimally developed) will be placed in English Language Development classes for a minimum of 30 minutes per day. Parents cannot opt out because Ivy Academia does not have an alternative English Language Program.

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

All EL lessons and curriculum are teacher created and grade level implemented. English Learners are supported in the classroom by being engaged through learning activities that involve total physical response, building upon the child's culture and previous learning, cooperative groups, and pairing the child with another student who speaks the same language. If a student falls behind, teachers respond with interventions in class that promote understanding material, such as through a mini-lesson, or after school assistance. Teachers meet with students and their parents in order to build the Charter School and family connection that is essential for learning. Additional interventions offered to support EL students are RtI, Learning Center, and after-school programs that offer language arts and math assistance. Ivy Academia enjoys a high rate of students being reclassified from EL to RFEP.

Teachers are trained to provide sheltered instruction using SDAIE techniques when students lack English understanding. Teachers also pair EL's with students who can effectively translate. Many activities are hands-on rather than text-based. As a result, reliance on reading and listening as the only learning methods is diminished. The Charter School also promotes the success of EL's by valuing those who speak languages other than English as a critical resource and fostering a bilingual culture. EL's act reciprocally as mentors to non-EL's as part of class assignments and through community service learning. When possible, non-native English speakers have opportunities to read, dialogue, and present work in their native language.

An evaluation matrix for EL program effectiveness include:

- Adhere to Charter School-adopted academic benchmarks by language proficiency level and years in program to determine adequate yearly 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

Ivy Academia has developed its own plan and criteria to serve Gifted and Talented Students ("GATE"). Based on the size and resources of Ivy Academia, GATE identification is based on high achievement ability, specific achievement ability and/or leadership ability. High achievement ability includes students who consistently function for two consecutive years at advanced levels determined by state tests in both ELA or Math, quarterly benchmark results, grades and teacher recommendation. Specific academic ability includes students who consistently function for three consecutive years at advanced levels determined by state tests in either ELA or math. Students in grades 9-12 may also be considered in either science or social studies. Leadership ability includes students who show confidence and knowledge; influence others effectively; have problem-solving and decision-making skills; express ideas in oral and written form clearly; show sense of purpose and direction as determined by administrator and teacher observations, participation in Ivy Community, Student Council, Elementary, Junior, and National Honor Society, documented community service projects. GATE students participate in GATE showcases and present their knowledge and projects.

The curriculum at Ivy Academia is focused on providing appropriate differentiated instruction for different students of varying ability levels, including gifted or talented students. GATE students will be monitored using the Standards Based Assessment Tools outlined in Element 2. Students found achieving above grade level will have an opportunity to excel through differentiated instruction in the classroom and enrichment electives. Flexible grouping allows more appropriate, advanced and accelerated instruction that more closely aligns with the rapidly developing skills and capabilities of students above grade level. Differentiated learning classrooms where gifted students reside will be given additional or complementary assignments that challenge their thinking, while adding greater depth and complexity to the curriculum. Differentiated learning classrooms may include AP, Honors or elective courses. Professional development for these courses may be provided during the summer, as well as throughout the school year. Additional differentiation of professional development may take place during department meetings.

Throughout their high school career, students found to be achieving above grade level will have an opportunity to excel through activities such as:

- Differentiated instruction in the classroom
- Honors classes
- Enrichment electives (e.g., technology, drama, student leadership)

Students Achieving Below Grade

The Charter School frequently monitors student academic performance using a variety of indicators. Students who lack proficiency, as identified by formative and summative assessments, will be identified as at-risk. Results from assessments, as identified in Element 1, are used to detect students in this group. Ivy seeks multiple ways to support students that achieve below grade level. These interventions, provided both during and after-school, include tutoring, access to online curriculum tutorial support, after-school homework support, and RtI, are provided by certificated and classified staff. Data outlining weaknesses from assessments are used to develop intervention plans to provide academic support. Results from interventions are used to drive an understanding for further academic support for students.

Socio-Economically Disadvantaged/Low Income Students

The Charter School identifies students as low-income through one of two ways: when, upon enrollment or re-enrolling at the beginning of the year they qualify for the Free and Reduced Lunch Program; or, a parent demonstrates financial hardship. After identified, Ivy Academia ensures that students and families are provided with a list of community resources that are relevant to their specific needs. Similarly, Ivy contracts with several outside agencies that provide mental health and family counseling supports. Families are encouraged to participate in school functions, including parent education opportunities. Student progress is monitored through a collaborative effort consisting of school administration, office staff, faculty and staff, and relevant outsourced contractors.

Students with Disabilities

The District Required Language contains all provisions necessary to address matters related to students with disabilities and special education.

Students in Other Subgroups

Foster Youth and Standard English Learners are identified when their personal information reveals this in their enrollment packets. Ivy Academia works with outside contractors (e.g. mental health counselors) and community resources to provide relevant services. School administration ensures that support staff is available to provide language support for families and students, including interpretation for deaf or hard of hearing parents and/or students. Information is also shared in the family's primary language. Progress is monitored through a collaborative effort among school stakeholders and relevant outsourced contractors.

Ivy Academia believes co-curricular sports, clubs and community service activities are central to an effective education. Sports are offered based on student interest and demand. Practice and game facilities are secured through partnerships with local parks and recreation centers. The Charter School is committed to providing intramural and high school sports. Under the direction of a full-time athletic director, Ivy Academia is able to offer the following sports for students in grades 5-8: Flag Football; in grades 6-8: Volleyball, Basketball; in grades 2-5: Basketball; and in grades 2-

8: Cheerleading. Ivy Academia's athletic program has been a member of the California Interscholastic Federation ("CIF"), which is the official athletic body for high school athletics since 2008. In high school, Ivy Academia is able to offer the following sports for students in grades 9-12: Co-Ed Cheerleading, Co-Ed Cross Country, Girls' Volleyball, Boys' Volleyball, Girls' Soccer, Boys' Soccer, Girls' Basketball, Boys' Basketball, Girls' Softball, and Boys' Baseball. Ivy Academia has offered 8-man football, and it intends to develop it as a sport again in the near future. Ivy Academia participates in Division V for CIF, and Ivy Academia has placed many times, especially for Basketball, Volleyball, and Cross Country.

Ivy Academia offers a variety of activities outside of the academic program. Clubs meet weekly and have a faculty advisor. Currently, there are several clubs, in addition to Student Council and sports. Clubs include: Speech and Debate, Environmental Awareness, National Honor Society, Gee, Chillax, Photo Collection, Pep Rally Committee, and Public Relations Committee. The Charter School takes advantage of charter school status flexibility in adjusting our schedule to allow these activities.

"A Typical Day"

Students begin arriving at school at 7:15 a.m. and are greeted by an Administrator and Campus Aide. The Charter School environment is a small, safe school that allows teachers and staff to provide individualized attention and prepare students for college, leadership and entrepreneurial life skills.

The Charter School's schedule is designed to meet the needs of its students. Its CCSS, National Entrepreneurial and A-G standards embedded curriculum provides a rigorous and well-rounded education. In order to ensure students are successful, Ivy Academia incorporates interventions into its daily schedule, including reading and math support, Learning Center, and Advisory courses. These interventions allow students to create a one-on-one relationship with their teachers and also is a conduit for college readiness, entrepreneurial leadership development and overall youth development.

In each classroom, students are taught by highly qualified teachers that utilize a variety of instructional techniques to ensure students understand and master material. Students are grouped into heterogeneous classrooms where teachers incorporate differentiated instruction. In addition, teachers adopt concrete and actionable instructional techniques to use an appropriate mix of direct instruction, cooperative learning and individual student practice for all lessons. Teachers facilitate collaborative learning environments where high expectations for academic performance are maintained and supported through the use of a variety of instructional strategies, scaffolding and explicit modeling.

Learning continues after the school bell rings through after-school enrichment programs, tutoring, student-run clubs and competitive sports. Parents may be hosting a parent meeting or attending "coffee with the principal" to hear updates about the school, provide feedback and/or attending a parent education workshop.

Sample Elementary Student School Day

Time	Activity
7:15-7:50	I arrive at school and am greeted by my principal and other school staff as I enter the campus. I head to the lunch area to eat breakfast with my fellow students. At 7:50, I go to the Line Up Area to do the flag salute with the entire school and hear announcements from our Student Council. We are dismissed and walk back with our teacher.
8:00-8:45	Class begins at 8:00 a.m. Entering my classroom, my teacher greets me at the door with either a high-five, handshake, or fist bump, and I take my seat. We start our day with Good Things, and then the teacher takes attendance. We break into groups and do Universal Access within our grade level. Depending on our EL ability level, my friends and I are assigned to a grade level teacher who works with us in small groups, focusing on our skills in Reading, Writing, and Math.
8:45-10:10	With our CKLA textbooks, we read and discuss the text as whole group and then are assigned to collaborative groups to complete project-based learning assignments.
10:10-10:25	Yay, recess!
10:25-12:05	My teacher greets my peers and I as we return to class. We take out our math textbooks, and prepare for our daily math lesson.
12:05-12:40	We rotate in centers during this time. Each group works with the teacher separately, and during that time, our teacher conferences with us to identify SMART goals. She helps us to identify personal goals to improve our overall scores in writing, ELA, math, and science. When we are not meeting with her, we work on different assignments that we can work on either independently or collaboratively with a partner.
12:40-1:15	During lunch, I eat with my friends, and we go to play during recess. I also have the option to play board games in a designated classroom.
1:15-1:25	I go back to class and am greeted by my teacher again. We silently read during DEAR time.
1:25-2:10	This is my favorite subject! Today we are learning science! We are continuing to work on our solar powered cars to race at the E-Convention.
2:10-2:30	We continue to develop our business skills, focusing on the National Entrepreneurial Standards. I am writing a business plan for Ivy Community. I think it's a winner!
2:30-2:35	My teacher uses Exit Cards to evaluate our understanding of the day's lessons. She uses this to reflect on her teaching and make necessary adjustments for the following day.
2:35	I walk out of my classroom to the gate that allows me to exit campus. I am greeted by my principal, and she makes sure that she recognizes the adult that is picking me up today before I am released. I head home to eat a snack, do my homework, and watch tv.

Sample Middle/High School Day

Time	Activity
7:15-7:45	I took the bus to get to school and arrive early. I get my breakfast and sit in front of my class while I wait for my friends to arrive. My principal and campus staff greet us as we enter the building.
7:45-8:07	During Advisory today, we discussed the <i>7 Habits of Highly Effective Teens</i> . I thought about the strategies I need to use in order to improve my grades and become better prepared for applying to college. We also talked about the UC/CSU requirements for admission.
8:10-9:01	During Math today, my teacher taught us how to predict profits and losses using the slope-intercept form. We also looked at variables that are required to improve profit over time.
9:04-9:55	Using our graphic organizer in History class, we used technology to identify details that outlined the causes and effects of a certain period of the past. After we outlined our details in partnered groups of two, we were expected to write a statement that clearly explained the consequences of specific actions, as well as the long-term effects.
9:55-10:01	I talk to my friends during Nutrition Break, and we make plans to study together for our math exam this week.
10:04-10:55	Our Visual Art teacher has an assignment that requires us to integrate our assignment during history and create a piece of art that meets criteria created by both the Art and History teachers.
10:58-11:49	Arriving at English class, we work in small groups focusing on the analysis of two literary texts. We participate in a class discussion to share our analysis and participate in peer- and self-reflection.
11:52-12:43	Today is a Science lab. My lab partner and I have been completing our lab report, and we are ensuring that we have fully prepared the report to meet the rubric requirements. Our results will directly impact our findings for the next connected lab assignment.
12:43-1:28	I take my lunch to class so that I can receive tutoring from my science teacher. There is a study group today.
1:31-2:22	Today in English, we were assigned to work in groups. We shared our narrative essay, and each group member critiqued each essay using the rubric provided.
2:25-3:15	During PE, we ran the mile. Each student was expected to demonstrate speed greater than the last time we ran a week ago. We are learning to develop marketing pitches that encourages mile improvement.

Ivy Academia is committed to collaborating closely with LAUSD in order to share promising practices and learn from one another. The Charter School will share practices with LAUSD in the following areas: effective teacher performance evaluation and student assessment systems, responsible parent and student involvement in school, and narrowing the achievement gap among students of various backgrounds. Ivy Academia intends to have both formal and informal interactions and communications with LAUSD and to foster a culture of learning and sharing. It plans to attend the annual charter school conference, participate in the Charter Collaborative, host regular school visits, share relevant materials and communicate electronically on an ongoing basis.

Element 2: Measurable Pupil Outcomes and**Element 3: Method by which Pupil 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 school-wide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.” (Ed. Code § 47605(b)(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(b)(5)(C).)

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

Charter School shall meet all statewide content and performance standards and targets. (Ed. Code §§ 47605(c)(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.

Measureable Goals of the Educational Program

Ivy Academia stakeholder have nurtured a culture in which student and school outcome goals are continuously evaluated for effectiveness. It is intended that students will advance and progress by demonstrating mastery of these student outcome goals at designated times throughout the school year. At all times, students will be expected to demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the Charter School’s educational program. Ivy Academia seeks to outperform comparable public schools on key performance metrics, including CAASPP performance, graduation rates and A-G completion. As described previously, Ivy Academia expects to graduate students who will be prepared for college, entrepreneurial leadership and life.

As demonstrated and assessed through coursework, leadership opportunities and community service, Ivy Academia students will be:

Goal #1: Ivy Academia Students will be College-Directed Learners <ol style="list-style-type: none"> 1) Able to think critically and analytically to understand complex concepts across the curriculum 2) Meeting A-G requirements and prepared for college 3) Knowledgeable of college requirements and the application process 4) Knowledgeable of career field choices and educational pathways 	Goal #2: Ivy Academia Students will be Cultural Learners <ol style="list-style-type: none"> 1) Aware of cultural difference, unique group histories and diverse perspectives 2) Exposed to world languages and able to understand the dynamics of language and culture 3) Able to communicate with sensitivity within and across diverse communities 4) Proficient in the ability to apply critical pedagogy within the classroom context and outside of school
Goal #3: Ivy Academia Students will be Innovative Entrepreneurial Leaders <ol style="list-style-type: none"> 1) Able to model ethical behavior through involvement in school function, clubs and committees 2) Able to contribute to the success of individuals and their community through voluntary service 3) Effective oral communicators in distinct situations 4) Informed participants in the democratic process 	Goal #4: Ivy Academia Students will be Life-Long Entrepreneurial Learners <ol style="list-style-type: none"> 1) Responsible, mature decision-makers 2) Goal-oriented in their personal pursuits 3) Able to integrate multiple uses of technology, including emerging technologies 4) Adaptive to a wide array of professional and cultural settings through exposure to events outside the immediate community

The Charter School will monitor the California Department of Education's California School Dashboard as information becomes available regarding measurable outcomes for all indicators, including the college and career state indicator. For goals related to the Eight State Priorities as identified in California Education Code 52060(d) and the actions Ivy Academia will take to achieve these goals, Ivy Academia shall adopt any templates required by the State Board of Education in developing its LCAP. See Element 1 for Ivy Academia's current LCFF State Priorities.

Ivy Academia maintains rigorous assessment and goal-setting standards to measure students' proficiency levels and ensure that each student is making progress toward becoming a responsible, well-educated adult. Students are assessed regularly from the time they enter the Charter School through graduation. Faculty monitors this progress and develops institutional strategies during PLC time. The following assessments are currently used:

- *State-Required Standardized Tests.* All state-required tests are given and analyzed closely. Data is disaggregated for staff so that it may inform instructional practice.
- *Grade-Level and Departmental Common Assessments.* Faculty use unit assessments to assess student mastery of standards, norm teaching practices across grades and departments, and drive teacher reflection and improvement of practice. These assessments are often internally developed.

- *Benchmarks.* All students in Grades 2-12 are required to participate in school-wide online benchmark testing. These outside assessments in ELA, Math, and Science are used to triangulate internal assessments and annual state testing.
- *Traditional Classroom Assessments.* Quizzes, essays, projects and exams are delivered regularly in classes.
- *Other Assessments.* Students are also measured regularly in non-curricular areas such as class attendance and discipline. These assessments are used to evaluate student progress and modify instruction for both individual and groups of students.

These assessments are used to evaluate student progress and modify instruction.

Measuring Pupil Outcomes: Summative Assessment Performance Targets

Performance Targets Aligned to State Priorities

Ivy Academia established targets for ELA and Math on the SBAC Common Core assessment from baseline data received from the 2016-17 administration. LCAP goals and targets may be adjusted based on the Charter School's annual update and reflection on prior year academic achievement. The Charter School strives to achieve targets and expects to be held to the same accountability standards as LAUSD schools.

Other Performance Targets

Ivy Academia's innovative Entrepreneurial program component is embedded into every classroom, grade level and course taught year-round. As such, teachers measure student performance toward the National Content Standards for Entrepreneurship Education as part of their formative and summative assessments. Middle School and High School students compete in Project ECHO, hosted by UCLA Anderson School of Business. Additionally, Ivy Academia holds an annual showcase of student entrepreneurship, E-Convention, annually to celebrate students work toward the Charter Schools' mission and vision.

Method for Measuring Pupil Progress Toward Outcomes: Formative Assessment

All students will be held accountable to the CCSS and state content standards. The Charter School uses unit assessments aligned to benchmark student progress in core areas that include English, Math, Science and History. This practice includes pacing guides, exams, data reports and analysis of student scores. Student data is analyzed by subgroups to monitor the achievement of ethnic subgroups, EL Learners, and Special Education students. Ivy Academia staff monitors subgroup data after each assessment and provides appropriate interventions and resources for students, as needed.

The goals of the program are listed below:

- Provide opportunities to track individual student progress.
- Develop common assessment tools that allow teachers to use common data to inform instruction.
- Encourage time for teacher collaboration to ensure best practices are encouraged.
- Provide multiple opportunities for students to get accustomed to standardized testing.

*Standards Based Assessment Tools***ENGLISH LANGUAGE ARTS**

Assessment	Time(s) Given
Lexia (TK-2 - formative)	Throughout School Year with Quarterly Evaluations
Achieve 3000 (3-12 - formative)	Throughout School Year with Quarterly Evaluations
NWEA Benchmarks*	Three times per Year
CAASPP (3-8 & 11 - summative)	Spring
Textbook Unit/Theme*	One-Two Times Per Month
Teacher Created Units* (formative)	Throughout School Year, Weekly
Grade Level/ Department	Throughout School Year
Common Assessments*	

ENGLISH LANGUAGE DEVELOPMENT

Assessment	Time(s) Given
Home Language Survey (formative)*	Beginning of School Year/ Intake
ELPAC (formative/summative)*	Fall/Intake
ELD Teacher Created Tests (formative/summative)*	Throughout the School Year

HISTORY/SOCIAL SCIENCE

Assessment	Time(s) Given
Teacher Created Tests (formative)*	Throughout the School Year
Departmental/ Grade Level	6-8 Times Per Year
Common Assessments*	

MATH

Assessment	Time(s) Given
iXL (formative)*	Throughout School year with Quarterly Evaluation
NWEA Benchmarks*	Three Times Per year
CAASPP (3-8 & 11 - summative)	Spring
Textbook Unit/Theme*	One-Two Times Per Month
Teacher Created Units (formative)*	Weekly and Throughout School Year
Grade Level/ Department Common Assessments*	Throughout School Year

SCIENCE

Assessment	Time(s) Given
Teacher Created Units (formative)*	Throughout School Year
California Science Test/("CAST") (5,8 & 12 - summative)	Spring
NWEA Benchmarks*	Three Times Per Year
Grade Level/ Department Common Assessments (formative)*	Throughout the School Year
Textbook Unit/Theme*	One-Two Times Per Month

PHYSICAL EDUCATION

Assessment	Time(s) Given
Physical Fitness Test (5,7 & 9)	Spring

VISUAL/PERFORMING ARTS

Assessment	Time(s) Given
Department Common Assessments*	Throughout School Year

FOREIGN LANGUAGE

Assessment	Time(s) Given
Teacher Created Units*	Throughout School Year
Department Common Assessments*	Throughout School Year
Teacher Created Units*	Throughout School Year

**Denotes assessments administered to students in grades TK-12*

Ivy Academia Curriculum Council seeks to triangulate data using the following process:

- Faculty administer interim assessments.
- All faculty participate in collaboration days to reflect on their data and collaborate on next steps for unit planning.
- Administrators support faculty by developing a plan for sharing interim data with students and parents.
- Administrators and members of Curriculum Council monitor the implementation of next steps devised by faculty after assessment is received.

In addition to completing a minimum required 220 credits for high school graduation, seniors are required to participate in an Exit Interview. The event occurs during the Charter School's school-wide E-Convention, and it requires seniors to demonstrate the culmination of entrepreneurial skills they have acquired during time at Ivy Academia. Students present an iTalk that encompasses their reflection and growth, both personally and academically, using the following entrepreneurial dispositions the Charter School aims for students to demonstrate:

1. *Passion.* The Charter School envisions students who identify and develop a strong fondness or enthusiasm for a subject, topic or venture which they cultivate through the course of their academic endeavors.
2. *Resilience.* The Charter School envisions students who establish strategies to help them appropriately cope with and overcome challenges.
3. *Adaptability.* The Charter School envisions students who identify strategies to help them appropriately adjust to changes in their personal and academic environments and to reflect on their ongoing effectiveness as they mature.
4. *Flexibility.* The Charter School envisions students who demonstrate a willingness to compromise and/or adapt to changes or situations.
5. *Visionary.* The Charter School envisions students who manifest idea creation beyond the obvious or practical, particularly in relation to problem solving.
6. *Self-Awareness.* The Charter School envisions students who develop an in-depth knowledge and understanding of personal strengths and weaknesses and how to use reflective practice to deepen ones' sense of self.

7. *Lifelong Learner*. The Charter School envisions students who identify avenues for ongoing exposure and growth in areas of interest.
8. *Acceptance of Failure for Growth*. The Charter School envisions students who identify strategies to cope with and overcome failure with a focus toward reflection on areas of personal growth.
9. *Motivation*. The Charter School envisions students who develop a working understanding of what inspires one to action.
10. *Tenacity*. The Charter School envisions students who demonstrate a willingness and/or ability to persevere when faced with challenges or adversity.

Data Analysis and Reporting

The Charter School's achievement continues to be measured in both growth and absolute measures and compared to the achievement of LAUSD Resident schools that embody similar demographics and characteristics (e.g., proximity to school, student performance).

The Charter School also analyzes its academic performance using publicly available data to compare its students' academic achievement to that of LAUSD schools. This also serves to ensure that Ivy Academia serves similar demographic characteristics as LAUSD neighborhood schools.

College-preparatory, rigorous assessments that are aligned to the CCSS state content standards are provided to all Ivy Academia students. Teachers are trained to use the Backwards Design Model for developing instructional units. This approach requires teachers to use the content standards and CCSS as a starting point for curriculum development. The Charter School believes this will ensure that student report card grades accurately measure the level of student mastery of the standards. Similarly, teachers use student achievement results on assessments to determine areas for re-teaching. Faculty meet at least once a month to examine student work, using protocols to assess student levels of proficiency with regards to standards. Faculty use this data to drive weekly and quarterly assessments to guide planning and instruction.

The Charter School relies heavily on data collected from assessments to personalize learning for each student, in order to ensure proper placement in classes. Incoming middle and high school students will take placement exams (one in reading, and one in math) to better define appropriate placement in core and elective courses. The ELA exam will determine a student's Lexile level so that the Charter School can better determine which students have exceeded, met, nearly met or not met reading standards. The math assessment will be used to determine one's math proficiency. Students who score met, nearly met or not met reading standards on the reading assessments are placed in a year-long academic support course.

Ivy Academia staff will also use data from state assessments, diagnostic assessments, and classroom assessments on a quarterly basis to inform instruction and student placement. These indicators are used to monitor student growth and school progress. Teacher recommendations of student performance the prior year may contribute to the placement of students. Should a parent or student question their academic placement in a course, a parent conference will be held to review applicable data with an administrator, counselor and/or teacher. The staff will analyze student achievement data to determine the areas of greatest need and to develop specific goals and steps to be taken to increase student achievement. Each department will develop goals at the beginning

of each year to determine steps to be taken to achieve the goals. The department then establishes steps to take, including resources to be used. In addition, the review of student grades each quarter leads to discussions about the types of assessments each teacher uses as well as the ways in which teachers are grading. Administrators may provide professional development for the whole school or individual departments on grading practice, based on needs. Administrators may audit gradebooks on a bi-weekly basis to assess teachers grading practices and provide support as needed.

Student achievement and assessments are discussed during grade level, department, and PLC meetings. The school-wide master schedule aims to provide all teachers time so that they may plan and evaluate student progress collaboratively. Additionally, departments/grade levels meet on early release Wednesdays to discuss progress towards grade level and department goals, as they are aligned to the E-Standards. Administrators, counselors, teachers, parent and outside clinical services agencies participate in Student Progress Meetings to ensure students are receiving the support they need to be successful.

Ivy Academia seeks to find ways to quantify ways to improve student performance among stakeholders. Faculty reflection and analysis of data in professional development is integrated into year-long professional development calendars. Communication to parents may be in large group settings such as parent workshops or open forums. Individual communication to parents are shared in the form of progress reports, grade reports, parent conferences and school letters. The Charter School measures stakeholder performance as it relates to academics the following ways:

	Measure	Analyze	Action Plan and Goals
Students	State Tests Classroom Projects Grades Attendance Retention Rate Discipline Actions	Compare with similar schools and to all California schools Identify root causes of performance increases or decreases in each area	Create plan for improvement in low performing areas Set targets for next academic year Improvement required annually
Teachers	Teacher Performance Evaluations Student Performance in Individual Classes Teacher Satisfaction Surveys from Students Teacher Retention	Identify strengths & growth areas for each teacher Compare with previous data Identify areas of weakness and develop PD	Create plan for improvement in low performing areas Set targets for next academic year
Parents	Attendance at School Parent Meetings	Compare with previous years Identify internal and external forces affecting performance	Create plan for improvement in low performing areas Set targets for next academic year

Principal	Student Performance Student Satisfaction Teacher Performance Teacher Satisfaction Fiscal Management Parent Satisfaction Evaluation	Compare with previous years & similar schools	Create plan for improvement in low performing areas Set targets for next academic year
Central Office Administration	Academic Performance at Individual Sites Staff Performance and Retention Organizational Culture Operations and Fiscal Management	Compare with previous years and targets set by Board	Create plan for improvement in low performing areas Set targets with Board for next academic year

The Charter School's Governing Board holds both the Executive Director and Deputy Executive Director ultimately accountable for the success of Ivy Academia and student performance. Through implementing accountability measures described earlier, Ivy Academia staff will be data-driven, results-oriented and accountable for student progress in the classroom. The culture at Ivy Academia will continue to be one that seeks to embed constant reflection and improvement throughout all decisions that impact students and instruction.

Ivy Academia will implement all provisions of ESSA that are applicable to charter schools, including the use of effective methods and instructional strategies that are based on scientific research that strengthens the core academic program, publicly reporting the Charter School's academic progress, and reaching and teaching students with a diversity of learning styles. The Charter School may also implement extended learning for students who fall behind and require remediation. Extended learning may include summer school courses, credit recovery after school or a 5th year of study, as needed, for each individual student. The Charter School will participate in all assessments required by the State of California. Furthermore, Ivy Academia is a WASC accredited school.

Ivy Academia uses student performance data as a cornerstone of its management, and it provides extensive development to school leadership and staff so that each school will consistently improve and surpass the goals outlined within its charter petition. Specific cultural outcomes include an analysis of stakeholder data that includes teacher and counselor surveys, student surveys, and parent/family surveys. An analysis of staff stability, student discipline and safety data, attendance, and teacher effectiveness provide an overall assessment of both student and staff culture.

Grading, Progress Reporting and Promotion/Retention

TK-3: Ivy Academia implements standards-based reporting in grades Transitional Kindergarten through third grade to determine if students achieve mastery of the learning goals for their grade as determined by state's standards. Learning goals, sometimes called learning standards, are the academic skills every student should know or be able to do for his grade level by the end of the school year.

Ivy Academia uses a four-part scale to denote levels of achievement:

- Excels (4)
- Proficient (3)
- Approaching Proficiency (2)
- Well Below Proficiency or Not Yet (1)

Ivy Academia commits to consistent communication between home and school. When a student experiences academic challenges, teachers are required to schedule a meeting with the parents to discuss the progress and determine an action plan for improvement. Additionally, parent conferences are scheduled each semester. Progress reports are reviewed, and parents are provided with academic updates.

Deficiency Notices are issued at the midpoint of each quarter (about eight weeks into the quarter) to students who are currently failing (69% or below) or in danger of failing (70%-75% or high number of missing work). Progress reports are not final and indicate a student's performance during that time including suggestions to improve grade.

Progress reports are issued at the end of each quarter (halfway through the semester). Progress reports are not final and indicate a student's performance during that time.

Report cards are issued at the end of each semester. Report cards reflect final grades that will be posted on the student's transcript.

Promoted students will have earned a passing grade in each of their classes over the course of the year and will have met the Charter School's behavior standards for that grade level. Teachers clearly state the grading standards for their class at the beginning of the year. If a student fails any class over the course of the year, she/he is in danger of repeating the grade.

Ivy Academia expects students to progress through each grade level within one (1) school year. To accomplish this, instruction should accommodate the variety of ways that students learn and include strategies for addressing academic deficiencies when needed. Students shall progress through the grade levels by demonstrating growth in learning and meeting grade-level standards of expected student achievement. As early as possible in the school year, the Charter School Principal or designee shall identify students who should be retained and who are at risk of being retained in accordance with the following criteria. Students shall be identified on the basis of grades.

The following additional indicators of academic achievement shall also be used:

- Failure in one or more classes
- Excessive (10) absences and/or tardies (3 tardies/early leaves = 1 absence)
- Scoring basic or below on standards-based assessments and or not meeting grade level goals
- The Charter School's decision regarding promotion and retention will be based on the totality of the circumstances and will be final and binding.
- CAASPP and MAP testing can be used in combination with school performance to recommend retention prior to the next school year.

Students who are at risk of retention will have a minimum of two (2) Student Support and Progress Team ("SSPT") meetings prior to retention being final. The SSPT process is described previously in this petition in the section pertaining to intervention. The Principal or designee will notify the student's parent or guardian prior to end of first semester, if the student is at risk of retention. Upon the conclusion of the school year, the student's teacher(s), in consultation with the parent or guardian, shall determine if the student shall be retained. The parent or guardian may appeal the decision to retain the student to the Charter School Principal or designee, who will meet with the parent/guardian and review the decision of the teacher(s). The Principal's decision may be appealed to the Ivy Academia Board of Directors or designee.

Grades 4-12: Ivy Academia provides a standards-based education for each student, and it exhausts all available resources to provide academic intervention to support achievement at or beyond proficiency for all students.

Each teacher publishes a grading policy for each course school-wide. Teachers publish course grading policies in each course's syllabus, and the grading policy is reviewed with the Charter School site principal for approval. Ivy Academia's principals work with teachers and departments to align grading policies across school sites. Rubrics for individual assignments may vary by teacher, department or school site; however, grading weights and/or percentages may be established school-wide or by individual departments to reflect departmental priorities.

Each school and course generally adhere to the following standard grading policy:

- 1.) Students are given letter grades for assignments
 - A. superior work, the student consistently excels in quality of work
 - B. above average work, the student maintains a good standard of work
 - C. average work, the students does expected work at a moderate level of achievement
 - D. below average level of achievement. While this is a passing grade, the student may have to remediate the course to advance to the next level of instruction.
 - E. student does not meet minimum requirements; no credit is given.
 - F. the grade of "I" (Incomplete) may only be given when extended illness or other unusual circumstances warrant giving the student additional time to fulfill the course work. These grades must be removed within six weeks of the next semester, or they become an "F".

- 2.) Courses typically assign a percentage of a student's total course grade to each of the following categories: homework, quizzes, mid-terms, finals, and class projects. A "typical" class will assign 15% of the total course grade to homework, 20% to quizzes, 20% to mid-terms, 30% to final exams, and 15% to class projects such as portfolios, presentations, or other authentic assessments.

Parent-Student-Teacher Conferences: The Charter School seeks transparent communication between home and school. When a student experiences academic difficulty, a parent conference (a meeting with parents/guardians and an administrator or team of teachers) is scheduled with the student to identify areas of difficulty and possible strategies for remediation. An action plan that aims to meet the needs of the students is formulated at that meeting.

Progress Reports: Progress reports are mailed home at the end of the first and third quarters. Progress reports are not final and indicate a student's performance to-date in the semester. These are formalized opportunities for the Charter School to identify academic deficiencies to parents.

Report Cards: Report cards are issued at the conclusion of each semester. Report cards are mailed home and include final grades that will be reflected on a student's transcript. Grades are also available online.

High school students (grades 9-12) are required to participate in academic courses that include English Composition and Literature, Mathematics, Social Science, History, and electives. The Charter School's promotion policy ensures that each student is prepared to progress based on completion of course credits that prepare them for success in college, entrepreneurial leadership and life.

Student credits determine a student's progress towards the next grade level at the high school level. Students lack the appropriate number of credits may not be permitted to move to the next grade until they have attained adequate achievement in their present grade level. This policy is designed to cease social promotion and ensure appropriate learning for each child. On-going communication with parents via conferences, progress reports, and report cards provide initial notification of concerns with student academic performance. If Ivy Academia seeks to retain a student, a conference will be held with the principal, counselor, student and parent to ensure clear supports are in place for improving student outcomes.

Meeting four of the following five criteria annually is considered for promotion:

1. Successful completion of assigned courses with passing marks.
2. SBAC results demonstrate improvement from the prior school year.
3. NWEA Benchmark results indicate satisfactory/minimally met proficiency of the standards.
4. A student's attendance record does not demonstrate excessive absences, per the School Attendance Review Team.
5. Student's discipline record indicates that they model the entrepreneurial character dispositions, as outlined by the Charter School.

All high school students must earn a minimum of 220 credits to graduate. As a college preparatory program, A-G course are the default curriculum that guides the course of study for all students at the high school. Ivy Academia maintains a No D or F policy. Students who fail to receive a letter grade of D or less in an A-G course will not receive the credit necessary for graduation, and they will not be deemed A-G ready for the requirements for admission into the UC/CSU system.

Minimum semester credits necessary to graduate and to be promoted to next grade level:

1. 9th to 10th: 60 semester credits
2. 10th to 11th: 120 semester credits
3. 11th to 12th: 180 semester credits
4. Graduation: 220 semester credits

Element 4: Governance

“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(b)(5)(D).)

GENERAL PROVISIONS

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 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 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(b).

LEGAL AND POLICY COMPLIANCE

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.³

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 Public Records Act.

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,

³The District is in the process of compiling a list of LAUSD policies that apply to its authorized charter schools. The list will be finalized by April 1, 2018. Charter Schools Division staff will annually review District policies and make recommendations to the LAUSD Board of Education on continued application to charter schools.

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. 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.

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

While the Charter School intends to collaborate and work cooperatively with the District, the Charter School shall operate as a separate legal entity, independent of the District. Ivy Academia is a public school operated by Alternative Schools Inc., a duly constituted California Non-Profit Public Benefit Corporation. Ivy Academia is governed pursuant to the bylaws approved by the Board, which may be subsequently amended pursuant to the amendment process specified in the bylaws, consistent with the terms of this charter. As provided for in Education Code Section 47604(a), the Charter School will be governed by the Alternative Schools, Inc. Board of Directors, whose members have a legal fiduciary responsibility for the well-being of the Charter School.

The Executive Director is responsible for the majority of policy implementing decisions not in conflict with the duties reserved for, or imposed by law upon, the Board, including but not limited to the following: develop general policies of the Charter School; develop and monitor the Charter School's annual budget; ensure operation of the Charter School in accordance with the charter and the law; and hiring the principals. The Ivy Academia Leadership Team (ILT), composed of leaders who are site management and above (e.g. Executive Director, Deputy Executive Director, Director of Student Services, Principal, Assistant Principal, and Dean of Students) for Ivy Academia, serves in an advisory capacity to the Executive Director (ED). The Executive Director may make recommendations on policy and practice to the board based on the advise given by the ILT. In addition, the Board Chairman and ED, with the support and advisement of the ILT, is responsible for setting up systems and processes that support academic achievement and growth, operational effectiveness, financial sustainability, parent and community engagement, and compliance across the Charter School. The ED and ILT are required to manage, support and hold accountable all Ivy Academia employees to fulfill the requirements of its Charter School Petition. ILT meets bi-weekly to discuss topics including: school performance, student academic success, school

operations, financial management, reporting, etc. This regular feedback helps ensure that Ivy Academia meets its targets and is continually improving.

School Administration: School principals, assistant principals, and deans of students are responsible for the Charter School's administration and are accountable for ensuring that student educational experience fulfills the Charter School's mission. Additionally, a SSC comprised of Ivy Academia's principals, teachers, staff members, and community members exists to advise on school-site decisions.

School Site Council: SSC meetings are held at least four times annually. Meetings shall be in accordance with the Brown Act. SSC is composed of ten members representing all stakeholders, which include: one administrator, three teachers, one classified employee, and five parents. All are nominated and elected by those groups they represent. SSC is the vehicle through which the Charter School community comes together to chart the Charter School's plan for improvement. The goal of SSC is to ensure that the Charter School is continually engaged in identifying and implementing curriculum and instructional practices that result in both strengthening the core academic program and guaranteeing student access to and success in the program.

Three main priorities are the following:

1. Develop the Charter School plan and categorical budget annually and make these recommendations to the Board of Directors.
2. Periodically assess the effectiveness of the plan and provide these updates to the Board.
3. Annually review plan, establish budget and make modifications to the plan, using financial, attendance, student achievement, and other appropriate data.

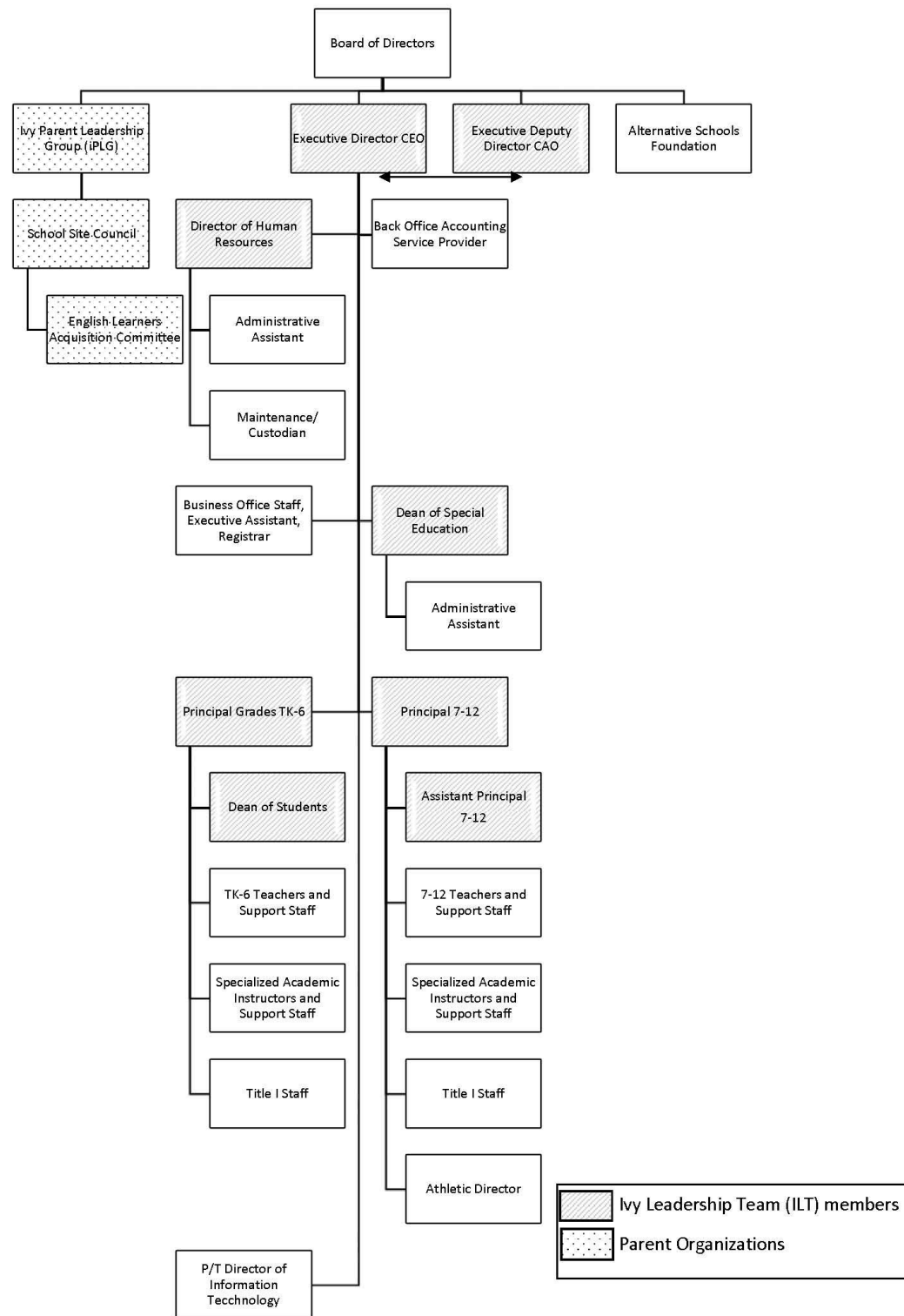
Back Office Management: All back-office functions such as budget, payroll, taxes and compliance is centralized through a provider who manages the majority of these functions.

Daily Service:

- Payroll: All payroll and related tasks will be carried out through the back-office provider.
- Accounting: the back-office provider executes all general ledger activities.
- Purchase Orders: All purchase orders and invoices for the Charter School are executed by the back-office provider. The ED can request purchase orders. The back-office providers Accounts Payable Department will then work with the Charter School operations manager to ensure the purchase order matches the invoice and product is shipped appropriately.
- Federal Programs: the back-office provider helps manage and ensure compliance to all state and federal programs, including CALPADS.

Budgeting: The back-office provider assists Ivy Academia's ED in developing the Charter School's annual budget. The ED, along with ILT will have the best visibility into where resources are most needed and may provide critical guidance in the budget creation process. The Board of Directors is provided monthly updates on the budget throughout the year and provides guidance on spending plans. Ultimately, it is the Board that votes to approve the final budget. During the school year, the principal is provided flexibility to make certain trade-offs between line items in the Charter School's budget but is not allowed to increase the overall size of the budgets without authorization from the Governing Board.

The budget is an ongoing process. During the summer, the budget is developed for the following fiscal year by the back-office provider, in conjunction with the ED. The final budget is presented and approved by the Board no later than mid-August. Final number decisions lie with the Executive Director; however, once the total amount of the budget is identified, administration may request to reallocate resources during the year. All necessary budget information will be forwarded to LAUSD.



Governing Board Composition and Member Selection

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

The Board of Directors is composed of a broad cross-section of the Charter School community and the community-at-large. Board Members have a range of expertise, but a common commitment to improving educational outcomes for students in low-income, high need communities. Board members specialize in legal work, management, strategy planning, communications, education and accounting. Ivy Academia is committed to maintaining a wide breadth of knowledge, culture and specializations on the Board of Directors.

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

The Charter School’s Board of Directors is responsible for major strategic and policy decisions related to Ivy Academia as well as ensuring the organization’s financial sustainability. Key tenets of the Board’s philosophy are students-first, decision-making, mission orientation, effective governance, transparency and collaborative relationships with key stakeholders.

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

The Board frequently discusses additions to its membership based on the Charter School’s needs to add expertise and/or balance representation of the communities served by Ivy Academia. Board members are elected or re-elected at an annual, regular or special meeting. Once a person is nominated for election to the Board, the candidate undergoes a thorough review process including a review of their professional background, community involvement, and commitment to the Charter School’s mission.

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

Governance Procedures and Operations

Ivy Academia's Board governance responsibilities include, but are not limited to, the following activities which may be accomplished either through empowering and supporting management, or accomplished directly by the Board:

- Uphold the provisions of the charter;
- Set Ivy Academia's strategic direction;
- Ensure financial sustainability by approving the organizational budget and each campus' budget as well as monitor the budget regularly;
- Monitor and manage academic and operational performance;
- Hire and manage school executive administration;
- Provide supports and interventions to schools to support schools in achieving performance goals;
- Review and approve the annual audit;
- Set and approve major school policies;
- Conduct student expulsion and employee termination appeals;
- Maintain Board operations;
- Provide consultation in areas of expertise-legal, real estate, finance, public and media relations, education, community engagement, legislation, government relations and labor relations;
- Vote to elect additional Board members following candidate nomination from the nomination committee;
- Support in fundraising efforts;
- Act as an ambassador for Ivy Academia and promote awareness of the organization and its successes with community leaders, funders and influencers; and
- Contract out work and take action on any matter in the event of an emergency, consistent with any limitations.

The Board may initiate and carry on any program or activity or may otherwise act in a manner that is not in conflict with or inconsistent with or preempted by any law, and which is not in conflict with the purposes for which public schools are established and this Charter. It may execute any powers delegated to it by law and shall discharge any duty imposed upon it by law, and may delegate to the Executive Director, any of those duties, as permitted by law and the Board's Bylaws. The Board, however, retains ultimate responsibility over the performance of those powers or duties so delegated.

The Board meets 10-12 times per year to review and to act on its responsibilities. All meetings are held in accordance with the Brown Act. At least 72 hours before a regular meeting, the Board of Directors, or its designee, shall post an agenda containing a brief, general description of each item of business to be transacted or discussed at the meeting. The physical posting of the Agenda shall exceed the requirements of the Brown Act, which includes no less than the Charter School site addresses, and its business office. The agenda is also posted on Ivy Academia's website and sent to parents via electronic mail.

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

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

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

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

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

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

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

A majority of the directors of the Board then in office shall constitute a quorum of the Board, which is necessary for the Board to transact business. All motions, in order to pass, need positive action by at least a majority of the required quorum at any meeting.

- The Board may only take action on items formally listed on the Board agenda, except as authorized by law.
- When there is a tie vote on the agenda topic under consideration, the item may be resubmitted to the Board at its next properly noticed meeting.

To the extent consistent with all applicable laws and the Board Bylaws, Robert's Rules of Order is the parliamentary law of all Board proceedings and committees (including abstention); provided, however, that the failure to follow Robert's Rules of Order at any meeting shall not affect the validity of any otherwise compliant Board action.

Stakeholder Involvement

Ivy Academia recognizes that parents entrust the Charter School with the tremendous responsibility of educating and facilitating the maturational process of their children. Parents are encouraged to participate in all aspects of the Charter School's leadership and governance structure. Ivy Academia shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. For example, some parents are members of the Board of Directors. Many others volunteer as members of the Alternative Schools Foundation or Ivy Parent Leadership Group (IPLG) who support activities and advocate for parents and all interested stakeholders.

IPLG elections are held annually at the start of the school year. Updates on meetings and fundraisers are sent to stakeholders bi-monthly. The goal of IPLG is to cultivate strong partnerships between parents, teachers and administrators for the success of students and benefit of the school community as a whole. The Charter School hosts Parent Education opportunities throughout the school year for those on advisory committees to inform how they can better support their child and engage actively in the Charter School community.

Alternative Schools Foundation was originally established in 2005 and remained dormant for a number of years until the Alternative Schools Inc. Board of Directors voted to resurrect it in 2014. The purpose of the Alternative Schools Foundation is to serve as a grant writing and fundraising source for Alternative Schools Inc. and its programs. The Alternative Schools Foundation is included as part of the annual audit of Alternative Schools Inc.

Communication with parents, in English, Russian, and Spanish, about school programs and events occurs regularly and through a variety of channels, such as: parent-teacher conferences, open houses, parent information nights, newsletters, flyers, postings at the Charter School, the Charter School website, and phone messages. Ivy Academia encourages parents to be involved in their students' educational experience. Opportunities to volunteer on campus include but are not limited to parent shadows of classroom instruction, office support, attending parent workshops, chaperoning field trips and college tours, and participating on the SSC and ELAC. Feedback from parents and stakeholders is collected during SSC meetings, which are regularly scheduled and open to the public. The SSC regularly monitors the Charter School's performance on its LCAP goals and provides feedback on the Charter School's goals and budget during SSC meetings. Additionally, the Charter School's LCAP and SARC is available on Ivy Academia's website, allowing families to easily access information about the Charter School's performance and spending.

English Learner Advisory Committee: ELAC meets four times annually. Like SSC, these meetings shall be in accordance with the Brown Act. ELAC is composed of the EL Coordinator and parents of EL students. Leadership positions in ELAC are determined by group consensus rather than election. Translation occurs in both Spanish and Russian.

The priorities of ELAC are:

- Participate in the Charter School's needs assessments of students, parents, and teachers.
- Advise principals and school staff of the Charter School program's effectiveness for EL's.
- Provide input on the most effective strategies to ensure regular school attendance.
- Advise the Charter School on the annual language census (R-30 Form).
- Provide input to the SSC for the development of the Charter School Improvement Plan.

In accordance with the Charter School's ideals, Ivy Academia recognizes that strong partnerships between school and home depend on mutual respect, trust, and communication. The best way to build such relationships is through fostering dialogue to assure that parents understand and support the fundamental mission and vision of the Charter School, and to help school staff understand the needs, wishes, values, and culture of parents and students. Every site administrator and member of the ILT serve as facilitators of this process. School-home bridge-building activities include:

- Orientation for new families to clarify the mission and vision of the Charter School, the educational approach and expectations for parent participation, and a description of volunteer opportunities;
- Parent meetings to solicit on major school decisions and feedback on ongoing operations;
- Amendment of the Charter School's Parent Teacher Student Handbook;
- Invitation of parents to committee meetings and school functions;
- Inclusion of parents in assessment process, and in learning exhibitions;
- Training on how the Charter School's assessment process, including parents' roles;

- Inclusion of parents in instruction, as appropriate;
- Regular communication between parents and advisors;
- Workshops to help parents support their child's education;
- College, career, and academic counseling for every parent and student; and
- School celebrations.

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

Students' voices are respected in school discussions, and their expertise about their needs and interests is acknowledged and valued. Student opinion regarding the effectiveness of instructional styles in meeting their learning needs is integral to curricular design. The Charter School has a responsibility to all students' needs and interests, so long as they are consistent with the Charter School's mission and vision. With this participatory role in decision-making comes responsibility: students have a duty to become informed about issues on which they are asked to help make decisions. Student governance representatives have a special charge to assure their pertinent information is communicated to students, and that they are diligent in assuring that their communication in committees accurately reflects the diversity of ideas and perspectives present among the student body. There is a student-led government association at grades TK-6, 7-8, and 9-12.

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

The Charter School is an integral part of the local community. Ivy Academia is focused on providing community service activities for its students to engage and interact with the community at large. Each site sponsors a Career Day bringing in community partnerships to present and share their entrepreneurial perspectives. National Honor Society, for example, has been exceedingly active in their service with TreePeople and the Malibu Creek State Park Clean-Up, donations to Toys for Tots, and the semi-annual Blood Drive through the American Red Cross. Ivy Academia participates in a Reverse-Trick-or-Treat program where the students collect candy and donate it to the Children's Hospital of Los Angeles, Pennies for Patients Program for the Leukemia and Lymphoma Society, Operation Gratitude, Be Kind to Animals Week with donations to local shelters, Project ECHO through UCLA Anderson School of Business, Ivy Academia's Entrepreneurial Convention, and Jump Rope/Hoops for Heart with the American Heart Association. One student received a grant to produce a documentary on an elder care community inspired by Ivy Academia's annual Grandparents and Grand Friends Day activities.

Throughout the year, students participate in Mix It Up Day (Tolerance), Pink Shirt Day (Anti-Bullying), Denim Day (Sexual Assault Awareness, grades 9-12), and Day of Silence (Holocaust Awareness). Our students tend to gardens, serve as Playground Peacemakers and Peer Counselors, attend the Reel Science Series at California Technical Institute, Drummin' Up Peace Assembly by Kaiser Permanente, Safe Moves City by the City of Los Angeles and the Violence Free Teen Conference supported by Peace Over Violence.

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

Element 5: Employee Qualifications

“The qualifications to be met by individuals to be employed by the charter school.” (Ed. Code § 47605(b)(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(1). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

Ivy Academia seeks to hire engaging diverse faculty that reflect the student body’s local community. This is achieved through securing highly effective school leaders, teachers and staff members.

Employee Positions and Qualifications**Executive Director***Academic*

- Ensures Ivy Academia is meeting the educational objectives set by the Board as documented in the charter.
- Ensures that students are acquiring academic knowledge, skills and abilities at levels and ways consistent with the mission statement of Ivy Academia.
- In partnership with parents, ensures that Ivy Academia is assisting the development of lifelong interest in learning, civic virtues and civic responsibility in every student.
- Ensures Ivy Academia is developing the academic and entrepreneurial skills necessary to succeed in the 21st century.
- Ensures, through delegation (authorizes all principals, assistant principals and deans to suspend students in accordance to actions outlined in Education Code Section 48900), that student disciplinary actions are in accordance with the Education Code, School policies and procedures are written and contained in the Parent Teacher Student Handbook.

- Participates in directing the Charter School's organization and the appropriate placement of students in accordance with the State law for English Language Learners.
- Provides guidance, supervision and assistance in instructional practices, curriculum development and appropriate placement that is culturally relevant and responsive to the language, social and academic needs of the student population, including bilingual, Special Education and Gifted and Talented students.

Fiscal

- In collaboration with the financial team, ensures Ivy Academia is operating in a fiscally responsible manner.
- Works with the fiscal team and stakeholders to develop the annual budget for presentation to the Board, which is aligned with the mission statement and objectives of the Board.
- Within the approved budget, ensures the Charter School's programs and expenses are in line with the budget and if not, reports same immediately to the Board.

Leadership

- Understands and promotes the Charter School's mission, purpose and objectives to parents, staff, students, Board members and the community.
- Within the Charter School community, inspires a culture of excellence that is centered on the Charter School's vision.
- Provides Ivy Academia with strong and purposeful leadership that enhances the ability of the Charter School to meet its mission, vision and objectives.
- Maintains an open-door policy for all stakeholders, including parents, students and staff, with a proactive communication style that encourages two-way communication and invites new stakeholders to the Charter School.
- Collaborates with staff to facilitate the achievement of Ivy Academia's long-range goals and plans.
- Ensures there is an effective professional development program with training as necessary for all employees.
- Maintains active involvement and up-to-date knowledge of significant developments and innovative trends in education and charter schools.
- Fully informs the Board on the condition of Ivy Academia and all-important factors influencing same (e.g., academic scoring, calendar, premises, budget, cash flow and morale).
- Provides information, advice and counsel to the Board in the creation of policies, programs and strategic direction of Ivy Academia to enable the Board to make informed decisions.
- Serves on appropriate advisory school (Ivy Academia) councils.
- Is responsible for on-going and timely communications with the Board, staff and parents to ensure effective daily operations and adherence to the approved yearly school calendar.
- Attends Board meetings and submits an ED report to the Board no less than monthly or at the direction of the Board.
- Maintains a School climate that ensures safety, health and welfare of students and personnel; organizes and implements a Standardized Emergency System; ensures the completion of a school emergency plan and complies with mandated child abuse reporting procedures.

Organizational and Human Resource Management

- Conducts official correspondence of the Charter School and when necessary in conjunction with the Board's Chair.
- Oversees the hiring and dismissal of any employee at the Charter School by use of a Board-approved policy for the same. Reports substantive staffing changes to the Board at the next Board meeting.
- Ensures regular performance evaluations are held and that sound human resource practices are in place.
- Creates a flexible and collaborative work environment that encourages teacher trust and staff innovation.
- Promotes active broad participation by all stakeholders in all areas of the Charter School's work.
- Maintains a climate that attracts, retains and motivates a diverse, top quality staff committed to Ivy Academia's mission and objectives.
- Maintains official records and documents and ensures compliance with Federal, State, District and local requirements.
- Supervises the premise and facilities teams to ensure efficient operations and a clean, safe physical environment.
- Assists with preparation and copies of agendas, minutes and supporting documents for all Board meetings and maintains all records and correspondence of the Board on school site including postings on the school website; guides the Board in being compliant with all Charter School, State and Brown Act laws.
- Attends all Board meetings (open and closed sessions) and presents a monthly report relative to the status of the Charter School and goal achievement.
- When necessary and within budget, retains legal counsel to advise on matters that may expose the Charter School to such legal actions or proceedings.

Parent and Community

- Interacts effectively with Parent/Community/Academic Committees and ensures that all parent education involvement activities promote and are aligned with Ivy Academia's achievement goals.
- Conducts monthly meetings with parents.
- Articulates the Charter School's mission and vision to parents and the community.
- Conducts annual parent surveys and recommends changes to the Board when appropriate.
- Oversees a community outreach program in to order to create a positive public relations image of the Charter School at all times.
- Collaborates with the parent leadership groups (iPLG, etc.) as necessary.

External Relations

- Represents Ivy Academia with external constituencies, organizations and communities.
- Serves as a liaison with other governmental entities inclusive of: California Department of Education; Los Angeles County Office of Education; Los Angeles Unified School District; and, the District's Charter School Division.
- Creates and nurtures partnerships and relationships with other educational and community organizations and resources.
- Actively participates in State and National education and trade organizations such as the California Charter School Association.

*Executive Director's Experience & Education Qualifications**Education:*

- No less than an earned Master's degree from an accredited college or university.
- Valid California Administrative Services Credential with Tier 2 Clearance.
- Valid California Teaching Credential.

Knowledge of:

- State of California Laws and Regulations for Public Schools.
- California Charter School Laws and Regulations.
- Budget Development and Management.

Experience Required:

- At least ten school years of successful full-time service in a public or private school certificated position(s).
- At least five years of service in an administrative position, to include Assistant Principal, Principal or Executive Director.

Desirable:

- Experience working in a leadership position in a charter school.
- Knowledge or experience in financing, banking and fundraising.
- Bilingual

Deputy Executive Director*College and Career Preparedness*

- Serve as the liaison between the students, parents, staff and resources at the Charter School.
- Provides information and assistance to pupils and parents relating to career choice, requirements for advanced education, potential career opportunities and college entrance.
- Assesses student programs, keeping the students informed of their status toward meeting promotion (6th, 8th) and graduation (12th) requirements, and makes recommendations for improvement and counseling as needed.
- Advises pupils in defining long-range and short-range educational goals.
- Ensures that pupils receive information on graduation requirements, academic honors, college entrance requirements, and career training.
- Consults with school personnel concerning special abilities, IEP, 504 or problems that the pupils may have.
- Plans and attends college trips with students.
- Creates partnerships with local resources to support students and families.
- Serve as a member of SART (Student Attendance Review Team) and meet with parents and students demonstrating poor attendance.
- Act with integrity and maintain student confidentiality.
- Assist students in developing the 4-year college plan, application and financial aid process.
- Collaborate with Special Education Staff regarding students to assure achievement.
- Monitor alumni and provide annual updates on college graduation and career status.

Curriculum and Instruction

- Plan and implement professional development activities for certificated teachers and paraprofessionals/instructional assistants/enrichment coaches including research-based instructional practices, assisting site administrators and teachers in planning professional development activities at the Charter School level.
- Assist site administrators with on-boarding of new teachers and staff.

- Develop, expand and monitor the GATE program, paperwork and CALPADS reporting.
- Develop, expand and monitor the English Language Development program to assure every English Learner receives daily instruction, receives quarterly report cards, makes adequate progress toward reclassification, student achievement and accuracy in CALPADS.
- Oversee benchmark testing. Monitor and aggregate data on benchmarks once aggregated by the site administrator to utilize assessment results to drive instructional planning and promote student growth and achievement.
- Assure principals monitor long range plans, weekly lesson plans, websites and grades.
- Monitor and aggregate state testing data. Work collaboratively to address continuous improvement.
- Monitor WASC action plan and assure goal alignment with SPSA, LCAP, Title I, Title II, Title III, EPA, College and Career Readiness Grant, and Educator Effectiveness Grant.
- Develop and implement an ongoing procedure and analysis for curriculum review, development and/or revision.
- Provides guidance in the selection and use of textbooks and other teaching materials, order and distribute textbooks and core literature.
- Directs and coordinates teachers and administration in developing schoolwide instructional goals, objectives, assessment instruments, and systems of monitoring the implementation of school site professional development.
- Train teachers on and insure the implementation of writing rubrics for writing.
- Serve as District Testing Coordinator: ELPAC, CAST, CAA, CAASPP, PSAT, SAT, ACT, AP and work with site administrators to train and implement.

Lead Curriculum Council

- Meet with site administration regarding teacher growth and observations.
- Meet with teachers/grade levels/departments.
- Meet with teachers on improvement plan monthly and model best practice through observation, demonstration and reflection.
- Hold site administrators accountable for coaching, mentoring and administrating.
- Present quarterly benchmark data at Board meetings and support annual state testing data presentation.
- Serve as key spokesperson regarding academic and educational issues.
- Ensures Ivy Academia is meeting the educational objectives set by the Board as documented in the charter.
- Ensures Ivy Academia is developing the academic and entrepreneurial skills necessary to succeed in the 21st century through the four lesson components and 4 Cs of Common Core.
- Provide instructional support services, educational curriculum and services to meet the need of students especially, Title I, SPED, 504, EL, White, Latino, Asian and/or African American.
- Provide leadership to ensure campuses maintain satisfactory academic progress in the areas of attendance, grades, matriculation, promotion and graduation.
- Assist in developing and managing the educational budget.
- Assists the Executive Director whose role is to continuously develop and expand the educational goals and programs, and inform the Board of status, progress, and implementation.
- Direct timely revision of curriculum guides, courses of study, selection of texts and materials, and recommend their adoption to the Board.

- Visit programs on a regular basis to observe the climate and program operations.

External Relations

- Represents Ivy Academia with external constituencies, organizations, colleges, universities and communities especially for student internships.
- Creates and nurtures partnerships and relationships with other educational and community organizations and resource such as the California Charter School Association.
- Act as Emergency Services support to the Executive Director in emergencies.
- Perform other related duties as may be assigned by the Board and/or the Executive Director.
- Ensures student safety by providing support and authorizing disciplinary action by all principals, assistant principals and deans to suspend students in accordance to actions outlined in Education Code Section 48900.

Deputy Executive Director Experience & Education Qualifications

Education:

- No less than an earned Master's degree from an accredited college or university.
- Valid California Administrative Services Credential with Tier 2 Clearance.
- Valid California Teaching Credential.

Knowledge of:

- State of California Laws and Regulations for Public Schools.
- California Charter School Laws and Regulations.
- Curricular Frameworks, pedagogy, and classroom materials, differentiation, strategies and instruction to improve student achievement.

Experience Required:

- At least ten school years of successful full-time service in a public or private school certificated position(s).
- At least five years of service in an administrative position, to include Assistant Principal, Principal or Executive Director.

Desirable:

- Experience working in a leadership position in a charter school.
- Knowledge or experience in financing, banking and fundraising.
- Bilingual

Director of Human Resources/Meal Program

- Administer compensation, benefits and performance management systems, and safety and recreation programs.
- Identify staff vacancies: recruit and verify necessary credentials of applicants, as applies to vacant positions, check potential employee references,
- Provide employee orientation, development, and training.
- Allocate human resources, ensuring appropriate matches between personnel.
- Provide current and prospective employees with information about policies, job duties, working conditions, wages, and opportunities for promotion and employee benefits.
- Perform difficult staffing duties, including dealing with understaffing, refereeing disputes, terminating employees, and administering disciplinary procedures within the Charter School.
- Advise managers on organizational policy matters such as equal employment opportunity and sexual harassment and recommend needed changes.

- Analyze and modify compensation and benefits policies to establish competitive programs and ensure compliance with legal requirements.
- Plan and conduct new employee orientation to foster positive attitude toward organizational objectives.
- Serve as a link between management and employees by handling questions, interpreting and administering employment agreements and helping resolve work-related problems.
- Plan, direct, supervise, and coordinate work activities of subordinates and staff relating to employment, compensation, labor relations, and employee relations.
- Analyze training needs to design employee development, language training and health and safety programs.
- Maintain all personnel records and compile statistical reports concerning personnel-related data such as hires, transfers, performance appraisals, and absenteeism rates.
- Oversee the Charter School's meal program; preparing for annual and three year CDE reviews.
- Analyze statistical data and reports to identify and determine causes of personnel problems and develop recommendations for improvement of organization's personnel policies and practices.
- Plan, organize, direct, control or coordinate the personnel, training, or labor relations activities of an organization.
- Conduct exit interviews to identify reasons for employee termination.
- Investigate and report all industrial and student accidents for insurance carriers. Represent organization at personnel-related hearings and investigations.
- Prepare personnel forecast to project employment needs.
- Oversee the process of evaluation, classification and rating of occupations and job positions.
- Study legislation, arbitration decisions, and collective bargaining contracts to assess industry trends.
- Process and finalize payroll through Paychex; oversee Business Office staff timecards; communicate directly with the back-office provider.
- Maintain employee records (i.e. time cards, TB results, I-9 verification, DOJ documents, credentials, mandated training verification) and notify staff of upcoming expirations of TB results.
- Maintain annual Form 700 of all Board members and Ivy Academia Administration, to be submitted to LAUSD.
- Attend Board meetings.
- Provide terminated employees with all necessary documentation (i.e. COBRA information, final paychecks, final timecards and check-out form).
- Policy development and documentation.
- Preparation of all compliance information regarding CNIP and LAUSD reviews.
- Perform all other duties as assigned.

Director of Human Resources Experience & Education Qualifications

- Bachelor's Degree or better in Human Resource Administration/Business Management.
- Three (3) years of actual human resource experience preferably in public school.
- Knowledge of Employment Law

Director of Technology

- Install, program, troubleshoot, and repair computers, printers, scanners, computer related multi-media/audiovisual equipment, electronic equipment, alarms, communication equipment, and technology related peripheral devices.
- Maintain Ivy Academia's security cameras and passwords.
- Assist with PowerSchool and School Messenger set up and changes.
- Provide guidance in updating the Charter School's web page.
- Package, set up, and install technology/communication related equipment, including performing routine troubleshooting of voice, video/audiovisual, alarms, and data networks.
- Perform daily preventive maintenance as necessary.
- Confer with supervisor on scheduling and technical problems of jobs and to obtain approval to purchase tools, materials, and parts.
- Confer with school site personnel to schedule work projects and to report to work location.
- Maintain equipment in secure and working condition.
- Contact vendors by telephone and in person to order and pick-up parts and materials.
- Communicate with school personnel in person and by telephone to resolve and troubleshoot routine operational problems.
- Clean computer equipment and peripherals.
- Setup and deployment of computers for faculty, staff and students.
- Support staff development and training on new technology.
- Ensure the computer labs and carts are properly set up and operational for instruction.
- Install/remove programs to support instruction and proper operation of district computers.
- Provide service to both school sites as needed.
- Performs other duties as assigned that support the overall objective of the position.

Experience & Education Qualifications

- Vast knowledge of Technology and equipment.
- High School Diploma, additional college preferred.
- Excellent knowledge of Excel, Word, and PowerPoint.
- Excellent analytical skills.
- Ability to speak clearly and concisely while speaking to parent on the telephone regarding the meal program; ability to follow up.
- Knowledge of PowerSchool.
- Ability to work with all levels of school personnel.

Athletic Director

- Be responsible for the efficiency and quality of the athletic program. This includes leadership in developing a sound philosophy of athletic education and the policies to make them effective.
- Administer all non-instructional athletic functions (financial management, business operations, purchasing, transportation, and personnel related to the athletic program.
- Assume responsibility for the development, management, implementation, and presentation of the operating budget and fee-based programs (Intramurals) in accordance with School policy.
- Assume responsibility for all matters relating to supervision and oversight of coaching staff, including but not limited to recruiting and hiring, evaluation, discipline, and assignment subject to the approval Executive Director.

- The Athletic Director may be responsible for teaching PE.

Supervisory

- The Athletic Director shall supervise all coaching staff and other athletic personnel. The Athletic Director reports directly to the Executive Director.

Performance

- Provide effective and dynamic leadership to students and faculty.
 - Communicate the Charter School's athletic program's vision, goals, long-range plans, needs, and accomplishments to students, staff, families, and the community-at-large. Facilitate communication between groups effectively involving parties in the process.
 - Delegate authority to encourage staff initiative and participatory decision-making.
 - Facilitate and implement effective educational policies and procedures in compliance with the initiatives of Ivy Academia Charter School.
 - Establish and enforce high standards of student conduct, and enforce discipline, as necessary, according to due process to the rights of students.
 - Facilitate and implement comprehensive athletic program geared to serve the interests and needs of the student body.
- Actively work with principal, coaches, and parents to ensure effective communication on matters affecting athletic program policy, program implementation, and student behavior.
 - Meet with student groups, parents, or community members to discuss athletic programs on an as needed basis and/or upon the request of the principal.
 - Meet regularly with the coaches and athletic personnel to encourage their full involvement in the athletic program.
 - Initiate, facilitate, encourage programs to integrate parents into the athletic life of the Charter School.
 - Provide, and encourage regular communication between the Charter School administration and coaches with parents and community through items such as newsletters, informational bulletins, periodic news releases, and announcements for staff and students, as well as community regarding the athletic program (including information on activities, philosophy, policies and procedures).
 - Prepare and submit all program and monthly reports to the Business Office.
- Provide effective and efficient business management for the athletic program.
 - Assure that Athletic Program meets the requirements of state, federal regulations.
 - Coordinate, plan, and submit a recommended athletic program budget (both operating and capital needs) in consultation with the Executive Director.
 - Develop and implement an athletic program calendar of events.
 - Coordinate the collection and deposit of all User Fees in accordance with School policy.
 - Assume primary responsibility for the organization, logistics, and scheduling of all athletic events and activities.
 - Coordinate the hiring and paying of officials, as required. Arranges for details for hosting visiting teams. Assumes overall responsibility for the proper supervision of home games, ticket sales, and the proper handling and accounting of all monies involved.
 - Provide for transportation and practice schedules of all athletes.

- Develop specifications for selection and purchase of equipment. Organizes and supervises the management of athletic equipment, materials, and supplies (including the identification, storage, inventory and equitable distribution of supplies).
- Provide effective and efficient management of athletic program staff and administrative functions.
 - Coordinates recruitment and hiring process for the athletic program (recruiting, screening, interviewing) coaches and athletic program personnel subject to the approval of the Executive Director.
 - Responsible for annual evaluation of athletic coaches and personnel.
 - Conduct staff meetings as necessary for the proper functioning of the athletic program.
 - Stimulates and develops professional staff leadership and motivates a high level of morale and performance.
 - Supervise the maintenance of accurate student and coach records that protect privacy and confidentiality and are in compliance with state and federal regulations.

Experience & Education Qualifications

- Experience with school athletic programs and/or recreational programs.
- Effective interpersonal and leadership skills; experience facilitating communication between divergent groups and in group decision-making.
- Demonstrated success in the development, evaluation and implementation of secondary school programs.
- Effective administrative and management skills, including the effective utilization of computers, technology, and information management tools.
- Effective communication skills (speaking and writing skills).
- Hold a valid California Teaching Credential preferred.

7-12 Principal

- Exercises direct supervision over assigned professional and classified staff.
- Develop, plan, and implement school site programs and activities in accordance with goals and objectives; recommend and administer policies and procedures; confer with staff on curriculum, instructional, personal, and school related matters.
- Coordinate school activities with related departments and outside agencies and organizations.
- Select and appoint personnel to improve site positions; provide or coordinate staff training; serve and evaluate classroom instructors; work with personnel to correct performance deficiencies; implement discipline procedures.
- Direct the forecast of funds needed for equipment, materials, and supplies; monitor and approve expenditures.
- Develop the master schedule of course offerings; comply with accreditation guidelines and state requirements; adjust schedule to meet school, students, and staff needs.
- Maintain a safe and orderly school environment; coordinate the safety of students participating in all extra-curricular and after school activities, including inter-scholastic athletics and field trips.
- Supervise and monitor student activities such as lunch, passing periods, assemblies, dances, and sports events; assign supervisory faculty for all student activities.

- Implement disciplinary procedures and policies related to student behavior and achievement; provide for student and parent due process in accordance with federal, state, and school system rules and regulations; ensure confidentiality of all student records.
- Supervise the resolution of student, parent and teacher concerns; report pupil progress to parents and appropriate school system offices periodically.
- Coordinate and supervise the program and student services designed to assist students in social and emotional adjustment to school, address problems at home and outside concerns, and to counsel and assist students gain admission to post-secondary schools.
- Oversee inventory and property control; order and distribute textbooks; maintain records of requests and losses.
- Prepare and present reports, letters, memos, and other necessary correspondence to students, staff, and parents regarding instructional programs.
- Supervise provided transportation of students to and from school.
- Develop and maintain cooperative relationships with parents and organizations of the community and serve as a spokesperson for the Charter School to people both within and outside the Charter School and school system.
- Provide staff assistance to the Executive Director; attend meetings and present reports as requested; organize various committees necessary to address school needs.
- Respond to and resolve difficult and sensitive inquiries of students, parents, and faculty and complaints regarding school system policies and procedures.
- Participate in a variety of boards and commissions; attend and participate in professional groups, committees, and meetings.
- Perform related duties as assigned.

Knowledge of:

- Pertinent federal, state, and local laws, policies, rules, and regulations regarding school administration, specifically charter schools.
- Organizational and management practices as applied to the analysis and evaluation of school programs, policies, and operational needs.
- Principles and practices of budget preparation and administration.
- Principles and practices of the organization and administration of personnel management.
- Principles, practices, rules and regulations pertaining to student discipline.
- Principles of supervision, training, and performance evaluation.
- Public relations programs and techniques related to school activities.
- Principles of management associated with maintaining the Charter Schools' financial records.

Ability to:

- Apply the principles of conflict resolution to resolve interpersonal problems that arise.
- Develop leadership among the teacher corps.
- Develop a strong client orientation in all school staff.
- Analyze problems, identify alternative solutions, project consequences of proposed actions, and implement recommendations in support of goals.
- Lead the entire school community through collection, disaggregation, and analysis of the Charter School's performance data and subsequent development of a school plan designed to address the identified needs.
- Direct and supervise professional staff in performing the administrative functions.

- Manage the Charter School's educational and extra-curricular programs, activities, and operations.
- Plan and implement an effective student discipline program.
- Gain cooperation through discussion and persuasion. Communicate effectively, both orally and in writing.
- Establish and maintain cooperative working relationships with those contacted in the course of work.

Experience & Education Qualifications

- Hold a valid California Administrative Credential.
- Have at least 5 years of successful experience as a teacher in public, charter or private school and 3 years of successful administrative experience at the secondary level in public, charter or private schools.

Elementary Principal

- **General Planning:** conceptualizes the broad goals of the Charter School and plans accordingly to ensure that procedures and schedules are implemented to carry out the total school program.
- **General Coordination:** ensures that the Charter School program is compatible with the legal, financial and organizational structure of the Charter School system. The principal defines the responsibilities and accountability of staff members and develops plans for interpreting the Charter School program to the community.
- **Enhancement of Personnel Skills:** provides activities which facilitate the professional growth of the Charter School staff and enhance the quality of the instructional program.
- **School Objectives:** identifies the annual objectives for the instructional, extracurricular, and athletic programs of the Charter School.
- **Curriculum Objectives:** ensures that instructional objectives for a given subject and/or classroom are developed and involves the faculty and others in the development of specific curricular objectives to meet the needs of the Charter School program. The principal provides opportunities for staff participation in the Charter School program.
- **Establishes Formal Work Relationships:** evaluates student progress in the instructional program by means that include the maintaining of up-to-date student data. The principal supervises and appraises the performance of the Charter School staff.
- **Facilitates Organizational Efficiency:** maintains inter-school system communication and seeks assistance from central office staff to improve performance. The principal maintains good relationships with students, staff, and parents. The principal complies with established lines of authority.
- **New Staff and Students:** orients and assists new staff and new students and provides opportunities for their input in the Charter School program.
- **Community:** encourages the use of community resources, cooperates with the community in the use of school facilities, interprets the Charter School program for the community, and maintains communication with community members.
- **Supplies and Equipment:** manages, directs, and maintains records on the materials, supplies and equipment which are necessary to carry out the daily school routine. The principal involves the staff in determining priorities for instructional purposes.

- Services: organizes, oversee, and provides support to the various services, supplies, material, and equipment provided to carry out the Charter School program. The principal makes use of community resources.

Experience & Education Qualifications

- Hold a valid California Administrative Credential
- Have at least 5 years of successful experience as a teacher in public, charter or private school and 3 years of successful administrative experience at the elementary level in public, charter or private schools.

7-12 Assistant Principal

- Chairs meetings (e.g. curriculum, safety, site advisory, special district committees, etc.) for the purpose of coordinating activities and ensuring that outcomes achieve school, district and/or state objectives.
- Evaluates assigned personnel for the purpose of ensuring that standards are achieved and performance is maximized.
- Facilitates communication between personnel, students and/or parents for the purpose of evaluating situations, solving problems and/or resolving conflicts.
- Facilitates meetings, processes, etc. for the purpose of meeting curriculum guidelines and/or ensuring that state mandates are achieved.
- Facilitates the development, communication implementation and evaluation of quality learning for the purpose of enhancing excellence, equality and equity for staff and students.
- Implements policies, procedures and/or processes for the purpose of providing direction and/or complying with mandated requirements.
- Intervenes in occurrences of inappropriate behavior of students for the purpose of assisting students in modifying such behavior and developing successful interpersonal skills.
- Manages a variety of school administrative functions (e.g. student disciplinary policy, school schedule, assigned personnel, etc.) for the purpose of enforcing school and state policy and maintaining safety and efficiency of school operations.
- Participates in meetings, workshops and seminars for the purpose of conveying and/or gathering information required to perform functions.
- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.
- Prepares a wide variety of materials (e.g. quantity reports, student activities, correspondence, audits, etc.) for the purpose of documenting activities, providing written reference, and/or conveying information.
- Represents the Charter School within community forums for the purpose of maintaining ongoing community support for educational goals and/or assisting with issues related to school environment.
- Supervises school personnel for the purpose of monitoring performance, providing for professional growth and achieving overall objectives of school's curriculum.
- Supports principal for the purpose of providing assistance with administrative functions.

Experience & Education Qualifications

- Skills: are required to Specific skill-based competencies required to satisfactorily perform the functions of the job include: planning and managing projects; using pertinent software applications; preparing and maintaining accurate records; and administering personnel policies.

- Knowledge: Specific knowledge-based competencies required to satisfactorily perform the functions of the job include: pertinent codes, policies, regulations and/or laws; conflict resolution, and concepts of management and supervision.
- Ability: is required to schedule a number of activities, meetings, and/or events; Flexibility is required to Specific ability-based competencies required to satisfactorily perform the functions of the job include: communicating with diverse groups; maintaining confidentiality; setting priorities; working as part of a team; working with frequent interruptions; creating a positive school climate for students, staff and community; and adapting to changing work priorities.
- Hold a valid California Administrative Services Credential.
- Have at least 3 years of successful experience as a teacher. A minimum of 3 years of successful experience as an administrator.

Counselor

- Maintain and provide weekly services of DIS Counseling Caseload based on students' IEPs.
- Documentation in Welligent of DIS counseling sessions provided on weekly basis at 100% target and quarterly progress reports.
- Prepare for and attend IEP/CAASPP/ SSPT meetings for those who are currently on DIS caseload or where counseling/social emotional needs are expected to be discussed.
- Develop and maintain social skills curriculum program within a small group setting based on school site administrator's recommendations.
- Guide students to develop problem solving and coping skills.
- Assists the staff in the reinforcement of appropriate school behavior.
- Assist in developing implementation of assessing safety and following protocol in crisis situations.
- Develop PD training sessions for staff on social emotional needs.
- Seek out professional development to expand skill set as a counselor including ERICS training.
- Provide parent training and education workshops through use of Parenting Partners or like program.
- Serve as main point of contact for outside counseling referral program (El Centro) and collect information through interviews.
- Develop and maintain the Charter School's counseling and mental health program.

Experience & Education Qualifications

- Valid Pupil Personnel Services Credential

Dean of Discipline

- Rules of conduct and standards of discipline defined.
- Enforce the Ivy Academia Parent Teacher Student Handbook.
- Specific mentoring and peer counseling programs developed.
- Procedures for reporting and dealing with incidents of indiscipline established.
- Discipline enforcement is led by the Dean of Discipline.
- Database of students' conduct, attendance and punctuality maintained.
- Intervention for student discipline issues provided.
- Appropriate programs to promote positive behavior developed.

- Student behavior contracts developed, implemented and monitored.
- A log of students' attendance and truancy issues maintained.
- Disciplinary concerns communicated to parents of students and staff.
- Overall safety of the Charter School campus ensured.
- Participation in the process of screening for acceptance and transfer of students with behavioral and other problems maintained.
- Service as a liaison officer with community organizations, Police and probation officers effected.
- Recommend appropriate sanctions including detentions, campus service, suspensions and referrals to the Principal for appropriate action.
- Reduce in the cases of suspension and expulsion.
- Demonstration of self-discipline and a right sense of values, responsibility and attitude to work with students.
- Manage incidents in a structured framework.
- Improved working relation between parents and school resulting in a deepening of the home/school interaction and cooperation in instilling discipline.
- Improved use of data to inform decision-making.
- Convene scheduled meetings with Guidance Counselors and Principal to discuss individual cases and the well-being of the student body.
- Report on investigations of offences committed by students.
- Report on implemented programs to address indiscipline behavior among students in the Charter School.
- Organize Staff Development Seminars and Workshops for parents.
- Co-ordinate community/school activities to enhance discipline and promote harmony among school/students.
- Perform other related duties as may be assigned by the Principal from time to time.
- Ability to provide a supportive role to the principal.
- Ability to analyze, prioritize and complete work with little supervision within agreed timeline.
- Ability to communicate effectively with parents, teachers, students and community.
- Capacity to demonstrate respect to all stakeholders.
- Ability to demonstrate flexible and creative management of disciplinary issues.

Experience & Education Qualifications

- Bachelor's Degree, Master's preferred.
- Valid California Teaching Credential.
- Administrative Credential preferred.

Dean of Special Education Compliance

- Run weekly SPED meeting.
- Review SELPA memos.
- Review of Services
- Review Minutes.
- Review IEP timelines.
- Review SPED calendar.
- Review live cases.
- Review upcoming training.

- Assessment plans and reports, and presentation.
- Site specific update.
- Case load assignment.
- Monitor and assess staffing
- Adjust SAI schedules as needed for student support

DVR Compliance

- IEP
- M.C.D.
- Teacher notification
- Goals: objective, measurable, obtainable.
- Cumulative record compliance: Green folder checklist.
- NPS placements: Coordination, Visitation, Student Monitoring
- Uniform Complaint Officer

SELPA Duties

- Attendance at Meetings
- Monitor 70% participation rate
- Serve on at least one committee
- Grant writing
- Request for support SELPA

IEP Duties

- IEP Completion
- Scheduled 60 days in advance.
- Attend meetings as Administrative designee when requested.
- Role in meeting: Welligent compliance and IEP compliance.
- Team advocacy member: maintain integrity of team, and spirit of IEP meeting.
- Pre-brief and debrief meeting with relevant members, make sure appropriate documentation is present at meeting.
- Ensure documentation is signed and closed appropriately. Make sure all relevant statements are completed. Maintain time limits of IEP. Assess effectiveness of presenters.
- Educate parent through IEP process. Ask relevant questions of experts to clarify educational jargon.

Parent Communication

- Make sure parent concerns are addressed when needed.
- Make sure parents are fully informed when involvement of guardian is vital.
- High needs (due to legal, intensity, severity of disability, amount of service provision or parent involvement) case manager.

Welligent Compliance

- Make sure all reports are routinely reviewed.
- Make sure administrations questions are answered.
- Review MCD and make adjustments as necessitated.
- Communicate global announcements to staff.
- SELPA liaison regarding any new Welligent procedures.

Service Provider Communication and Development

- Request contracts
- Review service logs for approval
- Assess effectiveness of service providers

- Seek new service providers
- Assist Executive Director in matters regarding service providers

Site Administration Debriefs

- IEP's
- Staff
- Welligent
- Trainings
- Programs
- Students
- MCD
- Positive School Climate
- State of Behavior Plan Development and Implementation: Requires monitoring, including subjective (observation) and objective (360 data).
- State of Accommodation implementation: requires review of student data cloud and collaboration with S.A.I's.

Collaboration

- Discuss with the Executive Director all matters regarding special education.
- Research and advise IDEA compliance and refer to legal for interpretation.
- Attend Due process hearings and relay Executive Directors decisions to legal.
- Monitor Graduation progress of disabled students.
- Collaborate with Administration for full participation of disabled students in educationally related activities.

RSP – 25 max caseloads

Experience & Education Qualifications

- Clear Mild/Moderate Education Services Credential; Master's Degree preferred, Administrative Credential Preferred.

Office Manager

- Maintain a positive work environment.
- Monitor student meal balances.
- Responsible for monthly student meal planning.
- Assembles all outgoing inter office and US mail.
- Attends to students requiring first aid, contacting parent(s) on an as needed basis.
- Print and mail report cards, deficiency notices, progress reports, SART letters as noted on the school calendar.
- Prepare all certificates for all awards assemblies, culminations, special events, etc. as requested.
- Answers telephones, communicate with all other sites personnel, update PowerSchool as necessary and required, and responds to routine inquiries (i.e. school calendar, website).
- Controls all information regarding Early Student releases, Student tardy binder (middle school only), Student work Permit requests, parent volunteers log (also input in PowerSchool) confidential interview log, visitor log, etc.
- Composes and displays documents (i.e. correspondence, agendas, minutes, bulletins, reports) for the purpose of communicating information to school, parents, the public, and/or other agencies.

- Evaluates situations (i.e. involving other staff, students, parents, and the public) for the purpose of taking appropriate action and/or directing to appropriate personnel for resolution.
- Maintains regular and appropriate attendance and is on time for assignment(s) for the purpose of meeting the needs of the students and the administrators.
- Monitors assigned activities and/or program components (i.e. time sheets, attendance, critical timelines, etc.) for the purpose of ensuring compliance, accuracy and submission with administrative requirements.
- Monitor grade-level specific requirements (i.e. immunizations, health factors, promotion/culmination activities, field trips, assemblies).
- Processes documents and materials (e.g. agendas, mail) for the purpose of disseminating information to appropriate parties.
- Responds to inquiries of staff, the public, parents and/or students for the purpose of providing information and/or direction as may be required.
- Attends meetings as assigned for the purpose of conveying and/or gathering information required to perform functions.
- Assists other personnel as may be required for the purpose of supporting them in the completion of their work activities.
- Collects and processes funds (i.e. student body, special projects) for the purpose of processing within the guidelines of the Charter School.
- Oversee work assignments of others (volunteers) for the purpose of providing orientation to their job assignments.
- Maintain an inventory of monthly office supplies and re-order as needed.
- File as necessary and as requested.
- Attends to students requiring first aid, contacting parent(s) on an as needed basis.
- Order staff development and appreciation items as requested.
- Performs all other related duties as assigned.

Experience & Education Qualifications

- High School Diploma, additional college preferred.
- Spanish is preferred for this position.
- Ability to create business letters.
- Excellent knowledge of Excel, Word, and PowerPoint.
- Excellent analytical skills.
- Ability to speak clearly and concisely while speaking to parent on the telephone regarding the meal program; ability to follow up.
- Knowledge of PowerSchool preferred.
- Outgoing personality with the ability to enhance school wide participation in the meal program.
- Ability to work with all levels of school personnel.

Office Assistant

- Answers Telephones and responds to routine inquiries (i.e. school calendar, website).
- Maintains accurate class lists/student placement on an as needed basis.
- Keeps records of tardy log, early release log and itinerant log and makes entries in student database system.
- Maintains accurate attendance, as required, on a daily basis. Input daily attendance in PowerSchool and ensure compliance and accuracy of monthly attendance reports.
- Notify teachers daily of attendance not reported, or discrepancy in reporting attendance. Report truancies to assistant principal.
- Run a daily attendance report and prepare absence cards to students who have been absent for the day. Phone parents of students that have been absent for three or more consecutive days to determine the reason for absence.
- Run a weekly attendance summary and report it to the staff. Recognize the highest scoring class over 97% attendance.
- Run a weekly attendance count of the student absences. Keep track of students with 8 or more absences.
- Run a monthly attendance count of student absences and tardies.
- Monitor student attendance and begin the SART process for excessive student absences/tardies.
- Does alphabetical and numerical sorting and filing. Makes simple computations and compilations of data.
- Searches files and records to locate readily identified information.
- Organize and maintain an inventory of monthly supplies and re-order as needed.
- Addresses, stuffs, seals, and stamps envelopes. Staples and assembles printed materials.
- Print and mail report cards, deficiency notices, progress reports, SART/SARB letters as noted on the school calendar.
- Attends to students requiring first aid, initiating reports if needed and contacting parents(s) on an as needed basis.
- Order staff development and appreciation items as requested.
- Collects and processes funds (e.g. lunch, special projects) for the purpose of processing within the guidelines of the charter.
- Provide assistance to students with medically prescribed services.
- Maintains and updates health logs, records and relevant date on students.
- Maintains security of medications and ensures the availability of supplies and equipment.
- Distributes/collects and accounts for technology for teachers and staff and maintains accurate record logs.
- Distributes form to teachers for awards recipients, prepare awards and return for their signatures.
- Manage the TA's and report their attendance.
- Assist the registrar and office manager as needed.
- Spanish Translator (Elementary only)
- Performs other related duties as assigned.

Experience & Education Qualifications

- High School Diploma

Teacher

- Instruct students in subject matter by planning standards-based instruction, incorporating entrepreneurial standards and designing learning experiences for all students.
- Effectively assess the instructional and educational needs of students and develop and implement sound instructional program. Weekly lesson plans must be submitted to the Principal every Thursday by 5:00 PM.
- Maintain appropriate standards for pupil behavior, using behavioral management strategies and techniques, including following 504 and IEP accommodations/modifications.
- Communicate with parents and school personnel regarding pupil progress in a timely manner. Return all calls and emails within 24 hours as possible.
- Work with families, colleagues, and community members to improve professional practice.
- Follow school/classroom procedures, written and verbal instructions and policies.
- Respond professionally to evaluations and changes in the work setting.
- Organize tasks, set priorities and meet deadlines, manage multiple tasks.
- Attend school events and meetings as assigned by the Principal or/and stated in the employment agreement/personnel handbook.

Experience & Education Qualifications

- Valid California Teaching Credential

Specialized Academic Instructor

- Provide instruction and services for those pupils whose needs have been identified in an IEP to receive support in accommodated/modified courses or support in all academic, behavior, transition areas and effectively instruct students in a small group setting (i.e. academic success class) and/or the regular education classroom in collaboration with the general education teacher.
- Work as part of interdisciplinary team and within content areas plans accommodations/modifications necessary to provide access to students with disabilities to the core curriculum and/or alternative curriculum and behavior support plans.
- Co-teach general education classes to increase service delivery for special education students in the general education classroom.
- Provide consultation services as follows but not limited to: (1) utilization of evaluation data for the accommodation and modification of instruction and curriculum (2); identification and assessment of behavior patterns in pupils (3) application of effective classroom management techniques; (4) identification of resources appropriate to individuals with exceptional needs to regular staff members and parents/guardians.
- Collaborate with parents, administrators, testing specialists, school psychologist, social workers, and professionals to develop and monitor individual educational plans designed to promote students' educational, physical, and social development.
- Provide direct support to SSPT and 504 teams by developing intervention plans for at-risk-students.
- Provide workshops and professional development for staff in special education procedures/guidelines, accommodation/modification techniques and best practices on how to serve students with exceptional needs in the general education setting.
- Provide paraprofessionals with training in special education guidelines and implementation of students' IEPs. Monitor paraprofessionals by developing system of accountability to ensure service delivery adhering to special education program requirements Meet with

other professionals to discuss individual students' needs and progress. Confer with parents or guardians, other teachers, counselors, and administrators in order to resolve students' behavioral and academic problems.

- Maintain accurate and complete student records, and prepares IEPs for students on caseload, as required by laws, district policies, and administrative regulations.
- Participate as a member of the IEP Team in decisions regarding placement and in the development of an IEP for students with disabilities. Analyzes data when revising IEPs to provide accurate present level of performance.
- Coordinate: referrals and assessment procedures, individualized education program team meetings, the implementation of special education services provided to students with exceptional needs, collection of relevant information for those students referred to the individualized education program team, organization and distribution of special education media and materials for resources in regular classrooms

Experience & Education Qualifications

- Valid California Teaching Credential
- Valid California Special Education Teaching Credential

Special Education Paraprofessional

- Assist Specialized Academic Instructor (“SAI”) in assigned features of the educational program for students with mild to moderate disabilities.
- Present subject matter to students under the direction and guidance of SAI, using lectures, discussions, or supervised role-playing methods.
- Tutor and assist students individually or in small groups in order to reinforce learning concepts presented by SAI.
- Enforce administration policies and rules governing students.
- Assist SAI in grading homework and tests, and compute and record results, using answer sheets or electronic marking devices.
- Observe students' performance and record relevant data to assess progress.
- Assist in planning, preparing and developing various teaching aids such as bibliographies, charts, and graphs.
- Attend staff meetings and serve on committees as required.
- Assist students with hardware and software use.
- Assist the SAI with the use of computers, audiovisual aids, and other equipment and materials to supplement presentations.
- Position may require employee to work 1:1 with a student if indicated in the student's IEP.
- Performs related duties as assigned or required within the Student Services Department.

Experience & Education Qualifications

- High School Diploma or equivalent; Bachelor's Degree preferred. Two years' experience recommended.

Lead Campus Supervisor 7-12

- Taking on the leadership role over the Campus Supervisors in regard to schedules, training, and coverage.
- Supervises school, lunch area, rest rooms, outside yard area, play areas, and other campus locations to observe student behavior and prevent violations or unsafe activities before, during and after school.

- May direct students and others and take action, as necessary, to prevent injury to persons or damage to property.
- May work with groups authorized to be on the campus before and after school and keep the campus free of unauthorized persons.
- May assist a certificated employee. In supervising students during field trips and special events.
- May assist a certificated employee in counseling individual students or groups of students or in assisting student clubs.
- May deliver, set up, or collect equipment and other materials requested.
- Performs other related duties as assigned.

Experience & Education Qualifications

- High School Diploma

Lead Yard Supervisor TK-6

- Taking on the leadership role over the Yard Supervisors in regard to schedules, training, and coverage.
- Supervises school, lunch area, restrooms, outside yard area, play areas, and other campus locations to observe student behavior and prevent violations or unsafe activities before, during and after school.
- May direct students and others and take action, as necessary, to prevent injury to persons or damage to property.
- May work with groups authorized to be on the campus before and after school and keep the campus free of unauthorized persons.
- May assist a certificated employee in supervising students during field trips and special events.
- May assist a certificated employee in counseling individual students or groups of students or in assisting student clubs.
- May deliver, set up, or collect equipment and other materials requested.
- Performs other related duties as assigned.

Experience & Education Qualifications

- High School Diploma

Yard Supervisor

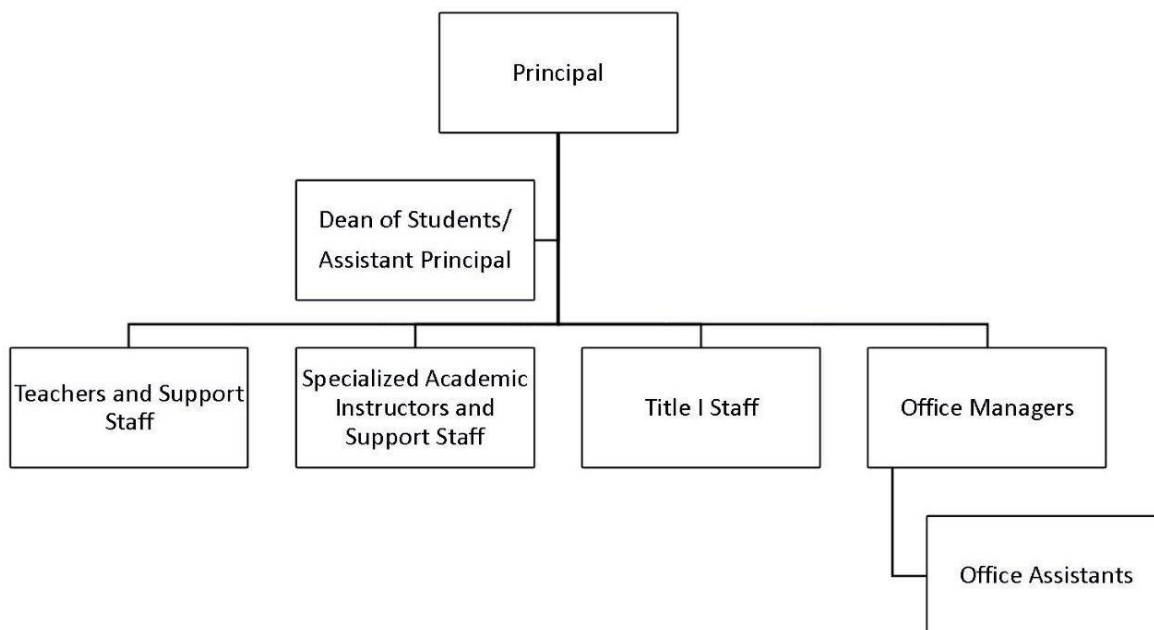
- Supervises school, lunch area, restrooms, outside yard area, play areas, and other campus locations to observe student behavior and prevent violations or unsafe activities before, during and after school.
- May direct students and others and take action, as necessary, to prevent injury to persons or damage to property.
- May work with groups authorized to be on the campus before and after school and keep the campus free of unauthorized persons.
- May assist a certificated employee in supervising students during field trips and special events.
- May assist a certificated employee in counseling individual students or groups of students or in assisting student clubs.
- May deliver, set up, or collect equipment and other materials requested.
- Performs other related duties as assigned.

Experience & Education Qualifications

- High School Diploma

The process for selecting staff is outlined in Element 1. Certificated employees at Ivy Academia have organized as United Teachers Los Angeles (“UTLA”), an affiliate of CTA. Ivy Academia’s first comprehensive agreement with UTLA was signed and completed in 2015. Employee compensation, work year, hours of employment and evaluation are negotiated with UTLA on an annual basis.

The table below outlines the site-level organizational flow chart.



Element 6: Health and Safety Procedures

“The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the charter school furnish the school with a criminal record summary as described in Section 44237.” (Ed. Code § 47605(b)(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 blood borne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

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 AB 1432 (2014).

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.

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

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.

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 school site 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.

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 determined 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, including but not limited to the requirements of SB 277 (2015), related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, 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 grades 7-12, Charter School shall comply with the requirements of AB 2246 (2016), 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. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

Both the Executive Director and Deputy Executive Director will be the Custodian of Records per California Department of Justice requirements for Ivy Academia.

Ivy Academia has implemented a comprehensive set of health, safety and risk management policies that address, at a minimum, the following:

- Policies and procedures for responses to disasters and emergencies including fires and earthquakes;
- Comprehensive health and safety plan (covering earthquake and fire drills, terrorist threat, child abuse etc.), including how the Charter School will maintain campus safety for students and employees;
- A policy requiring that instructional and administrative staff to receive training in emergency response, including first aid, first responder training or its equivalent;
- A policy relating to blood-borne pathogens;
- Compliance with all health and safety laws and regulations that apply to charter public schools, including those regarding auxiliary services (food services, transportation, custodial services, hazardous materials, etc.) and those required by Cal/OSHA, the California Health and Safety Code, and the Healthy Schools Act, and EPA;
- Screening for vision, hearing, and scoliosis, if applicable under CA Ed Code section 49450 et seq.;
- Policies relating to the administration of prescription drugs and other medicines; and
- A policy establishing Ivy Academia as a drug, alcohol and tobacco free workplace. The policy adheres to Title IV of the Safe and Drug-Free Schools and Communities Act to ensure that the campus is kept safe and are tobacco, drug, and alcohol free.

The secondary site uses outsourced, unarmed security services that are provided by its landlord. These security guards know the students, parents, and neighborhood. The elementary site employs individuals to verify individuals entering and exiting the campus. Like the secondary campus, they understand the surroundings around the Charter School site.

Ivy Academia participates in the federally reimbursable school nutrition programs in order to provide healthy, nutritious meals to students before and during the school day, which include the Charter School Breakfast Program and National School Lunch Program. All meals served meet or exceed the federal regulations and guidance stemming from the Healthy and Hunger-Free Kids Act of 2010. Student health and wellness is also promoted through Physical Education classes and athletics programs, nutrition education, and involvement of parents, students, school administrators, school food service representatives, and the community during SSC meetings.

Element 7: Means to Achieve Racial and Ethnic Balance

“The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” (Ed. Code § 47605(b)(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 initial 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

The Charter School makes every effort to reach out to students and families in its attendance areas during recruitment. It also makes connections with all segments of the community that are reflective of LAUSD neighboring schools. Ivy Academia expects to hold several informational meetings during the winter and spring of each school year, where information about the charter school is shared with families and their children, including application procedures and the process for how the random public lottery will operate (if the number of lottery forms exceeds the capacity of the grade level). Ivy Academia will continue to make every effort to comply with all efforts from the *Crawford et al. v. Board of Education of the City of Los Angeles* (1976) 17 Cal.3d 280 court order.

Ivy Academia maintains an accurate accounting of ethnic and racial balance of students enrolled in the Charter School using PowerSchool database software to track demographic information on each individual student.

Ivy Academia’s goal is to improve educational opportunities for students in its local neighborhood as well as or better than nearby community schools. Ivy Academia will develop outreach

opportunities to identify potential students, attracting a diverse student population, and serving the highest needs students within the surrounding areas.

Every effort will be made to reach out to all students in the Charter School's attendance areas during recruitment, as well as all segments of the community that are reflective of Los Angeles Unified School District. Community members will be notified through mailings, updating the Charter School website, and newspaper advertisements. The Charter School expects to hold at least three informational meetings during the winter and spring annually.

Ivy Academia will provide to LAUSD all requested information listed below for compliance purposes:

- Norm Day Classification
- Total School Enrollment
- Number of Students by Grade Levels
- Number of Students by Ethnicities and Grade levels
- List of Register-Carrying Teachers in Classrooms
- List of all highly qualified Certificated Personnel in core subjects if defined in Every Students Succeeds Act and State policy and regulation
- List of Emergency Credentialed Teachers in non-core subjects
- Unfilled Classroom Teacher Positions
- Fiscal Year-End Financial Report
- Number of Students Living Outside the LAUSD Attendance Area

Ivy Academia will monitor the implementation and outcomes of its plan and make adjustments as needed.

Element 8: Admission Requirements*“Admission requirements, if applicable.” (Ed. Code § 47605(b)(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 is open to 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, 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.

Admissions Requirements

Ivy Academia shall comply with all laws establishing the minimum and maximum age for public school enrollment. Ivy Academia will not enroll pupils over 19 years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma. Similarly, the Charter School will not enroll pupils who will not turn five years of age during the school year they attend.

Student Recruitment

Ivy Academia abides by Federal laws and regulations which prohibit any public school, including public charter schools, from denying admission to any student on the basis of a disability, or the nature of or extent of a disability. More specifically, a student with disabilities must be afforded the opportunity to participate in a charter school. Despite the existence or lack of a program for a student with disabilities at a charter school, enrollment may not be denied.

Ivy Academia tailors its student recruiting effort and student enrollment processes to attract all students from the communities it serves. While open to all students, Ivy Academia seeks to serve students who reside in the West San Fernando Valley. Means to Achieve Racial and Ethnic Balance, are reflective of community-based recruiting efforts beginning in the Fall and may include:

- Preschools, elementary, and Middle schools that conclude programs and seek feeder programs after promotion;
- Mailings: Ivy Academia sends out fliers to area families (determined based on enrolled students residency) informing them of the option to apply;
- Open House meetings: Ivy Academia hosts monthly open house/community walk-throughs throughout the recruiting period to inform parents about the Charter School;
- Community partnerships: The Charter School seeks partnerships that encourage community leaders in business and academia to publicly support the Charter School;
- Community walks: Representatives from the Charter School may go to local businesses to develop community partnerships and negotiate mutually beneficial advertising; and
- Direct advertising: Ivy Academia advertises in local media, neighborhood newspapers and church bulletins. All information, collateral, meetings, and communications will be made in English, Spanish, Russian and any other language Ivy Academia deems appropriate, based on the needs of the local community. The Charter School believes these outreach efforts will assist in attaining racial and ethnic balance at the Charter School while reflective of the surrounding community and LAUSD.

Lottery Preferences and Procedures

In order to apply to Ivy Academia, a prospective family must apply using the Application of Interest form. This application can be filled out only online as an individual code is generated for each applicant and used in the lottery. For those who wish to apply and do not have the ability to complete the application online on their own, accommodations will be made in the Business Office. These accommodations may include, but are not limited to, use of a computer in the main office to complete the application, or providing a printed copy to applicants which is entered into the online form by the registrar. Applications of Interest enable the prospective student(s) to be placed onto the Charter School's acceptance list or on its waiting list, following a lottery, if

necessary. To fill out the Application of Interest, applicants should go to the Charter School website, www.ivyacademia.com, click on “Admissions”, and scroll down to “Application of Interest”.

Following open enrollment, which concludes March 1st of the prior school year, applications shall be counted to determine whether the Charter School has received more applications than availability. In the event that this happens, the Charter School shall hold a public random drawing to determine enrollment, with the exception of existing students of Ivy Academia, who are guaranteed enrollment in the following school year.

In the event that the number of applications of interest exceeds capacity, the random, public drawing shall be held on a date and location that is published on the Charter School’s website and in communications with applicants. The lottery will be conducted in the following manner:

1. Kindergarten lottery will be conducted first.
2. In other grade categories, should more than one grade require selection by lottery, the order that grades are filled will also be determined by the lottery.
3. Admission for each grade will be determined in stages pursuant to the preferences in this policy as detailed below and until capacity is met as follows:
 - a. Students who reside within the boundaries of the authorizing district, Los Angeles Unified School District.
 - b. Siblings of students currently enrolled in the Charter School. Preference to siblings of current students strengthens the school community through supportive partnerships. Parents are able to increase their opportunities to participate at the school and more deeply engage in their students’ education through familiarity with school culture, administration and teachers.
 - c. Children of the Ivy Academia staff and Board, (not to exceed 5% of total enrollment). Preference is given to the children of Ivy Academia staff and board members to deepen engagement of employees in the school culture and community.
 - d. Students who reside within the boundaries of an LAUSD elementary school in which 50% or more of the enrollment is eligible for free or reduced price meals where Ivy Academia campuses are located. These schools will be noted on the enrollment form each year as they are dependent on the current location of Ivy Academia which is dependent on Prop 39 site offerings and leased spaced at the time of the enrollment period.
 - e. All other students.

The date of the Public Random Lottery shall be mid-March of the prior school year at Ivy Academia’s Business Office or school hall. The specific location of the lottery will be posted on the website on March 2nd until after the lottery is held and signage will be posted at the schools entry and main office on the day of the lottery to direct families where to go. Neither parents nor candidates for admission need be present in order to be admitted.

Immediately following the public random lottery, applicants shall be notified if their child is accepted or waitlisted via e-mail.

When a child is selected for admission to Ivy Academia through the Lottery or Waitlist Process, the parent/guardian is expected to return to Ivy Academia's Business Office to complete an enrollment packet. This includes the following materials. Important: Copies of immunization record, utility bill and proof of minimum age for school admission are required to complete the admissions process.

All of the following materials are to be completed; items noted with a star (*) indicate items that must be brought to the office, if applicable:

- Orange medical form (will be given to pupil's physician for signature and input)
- Permanent health card (white)
- Proof of minimum age *
- Immunization record *
- Court paperwork (if applicable) *
- State Testing results from the previous year (or earlier, if not available) *
- Report card(s) and/or transcripts (transcripts required for grades 9-11) *
- GATE (advanced learning) documentation if applicable *
- IEP or 504 (special education) documentation if applicable *
- EL documentation if applicable *

Once these materials are completed, a pupil's enrollment application will be reviewed by the Charter School's Admissions Department for completeness. As soon as this is completed, parent(s)/guardian(s) will be contacted with further instructions.

If a lottery is required, a numbered waiting list will be created at the time of the lottery and will be ordered randomly by the automated lottery system, per the preference tiers outlined above. After the lottery, the waiting list is never re-ordered. Lottery forms submitted after the close of the enrollment period, or after capacity is reached (if no lottery is required), will be added to the waitlist; ordered on a first-come, first-served basis. Should a vacancy occur, admission will be offered to the next applicant at the top of the waiting list. Students admitted off the waiting list will be notified via telephone. If the Charter School is unable to contact the family via telephone, the family will be notified in writing via a letter sent to the address indicated on the lottery form. Families contacted from the waitlist will have 10 calendar days to accept the seat at the Charter School. The timeline will be reasonable and take into account the needs of the Charter School community. Typically, three separate phone calls on three different days are made, with accompanying documentation in the online database. If parents/guardians of applicants do not respond within ten calendar days, the applicant will be removed from the waitlist, and the next applicant's parent(s)/guardian(s) will be contacted. The waiting list expires annually on the last day of the open enrollment period for the upcoming school year, which occurs no later than the first week of December.

To attempt to maintain fair execution of the lottery and waitlist procedures, anonymity will be maintained through use of digitally generated codes to be used in lieu of names throughout the process. The lottery proceedings will be held publically with the results of the code order drawn documented by the registrar and made available at the request of any parent or guardian. Additionally, a copy of the waitlist listing ONLY the digitally generated codes may be made available at the request of any parent or guardian at their request.

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(b)(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)(5)(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

Ivy Academia's Board of Directors shall annually oversee the selection of a reputable independent auditor and the completion of an annual audit of Ivy Academia’s financial books and records, including attendance. The auditor shall be on the State Controller’s list of educational auditors and shall be hired by the Charter School’s Board of Directors. The Executive Director and back office provider is responsible for working with the designated auditor to complete the audit. This audit will be conducted in accordance with the applicable Generally Accepted Accounting Principles and will verify the accuracy of Ivy Academia’s financial statements (including its Balance Sheets, Income Statements and Cash Flow Statements), attendance and enrollment accounting practices, and review internal controls. To the extent required by law, the scope of this audit will be expanded to include any relevant items or processes identified by the Office Management and Budget such as Circular A-133.

Ivy Academia currently uses CliftonLarsonAllen, LLP as its independent auditor. It is a firm of Certified Public Accountants licensed in the State of California.

If the Charter School were to have a finding, material weakness or audit exceptions, it would be addressed and corrected immediately. These would be addressed with the Board of Directors at the December Board meeting where the Audit is reviewed. If a global change in process were required, it would be brought to the attention of the Executive Director, Deputy Executive Director and the Board of Directors for approval. In addition, Ivy Academia will act upon these recommendations, and report its actions to LAUSD [47605(b)(5)(I)].

Ivy Academia will submit its annual audit to the State Controller, County Office of Education, California Department of Education and LAUSD by December 15th annually. The Executive Director and Auditor are responsible for ensuring that the completed audit is sent to all required agencies by the statutory deadline.

Element 10: Suspension and Expulsion Procedures

“The procedures by which pupils can be suspended or expelled.” (Ed. Code § 47605(b)(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, as required by the Modified Consent Decree. 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.

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 and the MCD, 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, 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.

REINSTATEMENT

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

GUN-FREE SCHOOLS ACT

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

School Climate and Student Discipline System

Students shall neither be suspended nor expelled for academic failure. Students shall only be suspended or expelled for actions as defined by Element 10 of this charter petition.

Ivy Academia uses a progressive student discipline plan that is published at the beginning of each school year in the Parent Teacher Student Handbook, which is prepared to be consistent with applicable law, this charter petition and any policies and procedures as stated herein. The discipline policy is reviewed with students and parents upon admission Ivy Academia and the signing of the Handbook. Parents and students who fail to sign the Handbook do not relieve any obligation to adhere to Ivy Academia's student discipline plan; however, by signing the Handbook, students and parents confirm receipt and acknowledge their understanding of and their responsibility to the standards set forth in the student discipline policy. The plan includes day-to-day discipline

including, but not limited to, warnings, school detentions, parent-teacher communication, student conduct agreements, counseling referrals, written assignment or reflections, in-school suspensions, Saturday schools, campus community service, disciplinary probation, and guidelines for suspension and expulsion. Understanding the impact of a loss of instructional time, students are provided assignments for completion during an out-of-school suspension and are afforded the opportunity to complete work upon return should it not be available at the time of the suspension. Ivy Academia's student discipline policy defines student responsibilities, unacceptable behavior, and the consequences for noncompliance. The discipline policy promotes learning and protects the safety and well-being of all students, staff, and visitors at the Charter School, while serving the best interests of the Charter School's pupils and their parents/guardians. Ivy Academia administrators and Board of Directors have reviewed the suspension and expulsion portion of the Education Code prior to preparing the procedures and the list of enumerated offenses for which a pupil may/must be suspended or expelled.

These procedures are prepared to provide due process to all students. Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. The Charter School's discipline plan follows the District's Discipline Foundation Policy. The Charter School implements school-wide behavior supports and alternatives to out-of-school suspension. Administration, faculty, and staff focus on providing students clear expectations, actively supervising student behavior, and correcting misbehavior promptly with positive interactions. Examples include: teacher and student mediation, in-school suspension, parent-student shadow days, written student reflections and campus community service.

All students receive behavioral supports at the Tier 1 level through a school-wide Positive Behavior Support System representing universal practices. At the Tier 2 level, more intensive support may be provided with mentoring programs, behavior support groups, and other interventions both in the classroom or outside the classroom for students not responding to Tier 1 supports. If a student continues to struggle, the Multi-Tiered System of Support ("MTSS") team will determine if there are specific individual interventions (Tier 3) necessary to address the student's needs or if a referral to the Student Support and Progress Team is required. A Student Support and Progress Team referral may take place based on the need for individualized behavioral interventions but would also include a comprehensive review of the student's needs academically, as well as social-emotionally. If, through the process, the Student Support and Progress Team suspects a disability, an assessment plan would be created in order to complete a comprehensive psycho-educational evaluation.

Campus community service may take place before, after or during the Charter School day. During the Charter School day, service would not prohibit a student time for lunch or remove them from instructional time.

Language translation and other necessary accommodations will be provided for students and parents, as needed, during any discipline conference, including the Discipline Review Panel.

Teachers are responsible for the day-to-day discipline in their classrooms with the understanding that they have many different roles beyond disciplinarian. Teachers work with their students to meet their individual needs. Teachers and students work together to identify common ground in

the classroom, to ensure that learning can take place. Teachers are provided professional development on classroom management during summer professional development, and on-going throughout the Charter School year during weekly Professional Development. Professional Development includes data analysis, review of school policies, alignment of grade level teams on student expectations and de-escalation strategies. Disciplinary options available to teachers include: warnings, in-school detentions, parent-teacher communication, student conduct agreements, counseling referrals, written assignment or reflections, and discipline referral to the Principal. In-school detentions may take place during a student's lunch period but would not prohibit a student time for eating lunch. As a general rule, any teacher may assign a Teacher Detention to a student for minor classroom misconduct (e.g., chewing gum, passing notes, making inappropriate noises, minor inappropriate conflicts with others). Minor inappropriate conflicts with others may be determined at the teacher's discretion and include engaging in a verbal argument, inappropriate or disruptive banter or distracting others from the learning environment after multiple redirections of the behavior. Parents will be notified of a teacher detention directly from the teacher assigning the consequence or through the school-wide notification system. When a student has not responded to appropriate in-class interventions or there is a serious violation of the rules, he/she will be referred to the Principal. A serious violation includes any violation listed under the "Grounds for Suspension of Expulsion" section included below.

Administrative Detentions are typically held after school. During the detention period, students are to sit quietly. No activity such as listening to music or sleeping is permitted. The detention will consist of an activity (e.g., writing an assignment, sitting quietly in a classroom, assisting with cleaning the campus) that appropriately corresponds to the student's misconduct that led to the detention. Students may also complete classroom assignments and homework or complete a reflection on their misconduct. School events, activities, or athletics are not valid reasons for missing an Administrative Detention. Once a student is issued an Administrative Detention, the student's parent/guardian is notified by telephone by the Principal or designee. Administrative Detentions are held multiple days per week to allow students to serve their detention on a day that is convenient for the family. Ivy Academia uses a progressive discipline to intervene in student behavior.

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 and/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 right to initiate the procedures specified below for suspensions, before the effective date of the action. If the student's parent, guardian, or educational rights holder initiates disenrollment, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes dis-enrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the suspension and expulsion procedures described below.

Intervention/consequence(s) are based on the age of the student, severity of the infraction, student discipline history, and administrator discretion. Any suspension may be reported to a college Admissions Office as part of both a student's unofficial and official transcripts.

In-School Suspension

A student serving an in-school suspension reports to school at the regular time in compliance with Ivy Academia's uniform dress code requirements as detailed in the Parent Teacher Student Handbook.

- A. Ivy Academia uses an in-school suspension program as an alternative to at-home suspension. The intent is to encourage alternatives that lead to resolution of student misconduct without sending students off campus.
- B. In-school suspension allows the Charter School to:
 - 1. Remove disruptive students from the general body.
 - 2. Consider students as being present for ADA purposes.
 - 3. Reduce the number of out-of-school suspensions.
- C. Students may be assigned by the principal, or the principal's designee, to a supervised classroom suspension for the entire period of suspension [not to exceed five (5) consecutive days] if the student poses no imminent danger or threat to the campus, other students, or staff. Students who violate Education Code Sections 48900.3 (caused, attempted to cause, threatened to cause, or participated in an act of hate violence), 48900.4 (engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel), or 48900.7 (made terrorist threats against school officials or school property, or both) are precluded by law for in-school suspension. In addition, if an action to expel the student will be or has been initiated, an in-school suspension is not permitted in lieu of a suspension from school by the principal, or designee.
- D. Guidelines for Supervised Classroom Suspension
 - 1. At the time a student is assigned to a supervised classroom suspension, a school employee shall notify, in person or by phone, the student's parent. Whenever a student is assigned to a supervised classroom suspension, for longer than one (1) class period, the principal shall give the student a copy of the In-School Suspension notice, signed by the principal, or designee, to take home to their parent. School personnel will maintain In-School Suspension notices, along with any efforts to contact the parent.
 - 2. Students assigned to in-school suspension shall be separated from other students during the period of time for the suspension.
 - 3. Teacher(s) shall provide all assignments and tests that the student will miss while suspended. If no classwork is assigned, the certificated staff supervising the in-school suspension shall assign schoolwork, or an opportunity for campus beautification.
 - 4. Students should have access to appropriate counseling services while serving in-school suspension.

Grounds for Suspension and Expulsion

Suspension

All suspend-able offenses are outlined in the Progressive Discipline Matrix located below.

Expulsion

All expel-able offenses are outlined in the Progressive Discipline Matrix located below.

Ivy Academia Progressive Discipline Matrix

Student Infraction	Intervention/Consequence
Caused physical injury on student. *Willful use of force or violence upon the person of another, not in self-defense. EC 48900(a)(1); 48915(a)(1)	<ul style="list-style-type: none"> · Parent conference · Suspension 1-5 days · Recommend for expulsion unless mitigated by particular circumstances · Notify Police
Attempted to or threatened to cause physical injury on student or school personnel but caused no injury. EC 48900(a)(1)	<ul style="list-style-type: none"> · Parent Conference · SSPT/POLICE · Suspension 1-5 days (student) or suspension 3-5 days (school personnel) · May Recommend expulsion depending on prior discipline history or particular circumstances
Assault or battery on school personnel. * EC 48915(a)(5), 44014(a) *May result in legal action against the pupil, parent or guardian.EC44014(a) *Assault is the unlawful attempt, coupled with the present ability, to commit a violent injury. CA Penal Code section 240 *Battery is defined as any willful and unlawful use of force or violence on a person.	<ul style="list-style-type: none"> · Parent conference - student mediation/conflict resolution with school personnel · Community service · Suspension 1-5 days · Recommend for expulsion unless mitigated by particular circumstances · Notify Police
Brandishing a knife at another person EC 48915(c)(2)	<ul style="list-style-type: none"> · Notify Police · Suspension 5 days · Mandatory recommendation for expulsion · Retain Weapon · Parent conference
Possessed, sold, or otherwise furnished any firearm. EC 48915(c)(1); possession of explosive. EC 48915(c)(5)	<ul style="list-style-type: none"> · Parent conference · Call Police · Suspension 5 days · Retain weapon · Mandatory recommendation for expulsion
Initiating threatening calls, and/or written or oral threatening messages to school, i.e. bomb or terroristic threats, etc., EC 48900.7	<ul style="list-style-type: none"> · Parent conference · Notify Police · Suspension 5 days · May recommend expulsion depending on ability, severity or intent
Engaging in cyber bullying against other students or staff of to threaten district property, etc. EC 32261(f)(g)	<ul style="list-style-type: none"> · Parent conference · Notify Police · Suspension 5 days · May recommend for expulsion depending on grade level, ability, or intent · Exclude from BYOD/PTD

Possession of knife* or other dangerous object of no reasonable use to the student as defined per Ed Code EC 48900(b), 48915(a)(2)	<ul style="list-style-type: none"> · Parent conference · Counselor/Student conference and referral · Suspension 1-5 days · Notify Police/Retain backpack · Retain weapon/object · Recommend for expulsion unless mitigated by particular circumstances
Possession or use of a controlled substance (excluding less than 1 oz. marijuana), an alcoholic beverage or intoxicant of any kind EC 48915(a) (3), 48900(c), Health & Safety Code 11053 et seq.	<ul style="list-style-type: none"> · Parent conference · Counselor/Student conference · CSSS referral · Suspension 3-5 days · Recommend for expulsion unless mitigated by particular circumstances
Selling a controlled substance EC 48915(c)(3), 48900(c), Health & Safety Code 11053 et seq.	<ul style="list-style-type: none"> · Notify Police · Parent conference · Suspension 5 days · Mandatory recommendation for expulsion · Retain backpack
Unlawfully offering, arranging, or negotiating to sell a controlled substance, alcohol, or intoxicant of any kind, and delivering or furnishing another substance in its place. EC 48900(d)	<ul style="list-style-type: none"> · Parent conference · Substance abuse group/ Counseling referral · Suspension 5 days · May recommend expulsion depending on prior discipline history or particular circumstances · Notify Police · Retain Backpack
Committed or attempted to commit robbery or extortion. EC 48900(e) <i>Robbery</i> —taking property by the use of violence <i>Extortion</i> —Using threats to obtain money or property from others.	<ul style="list-style-type: none"> · Notify Police · Parent conference · Suspension 1-5 days · Recommendation for expulsion
Fire setting, arson. * EC 48900(f) *May result in liability for damages against parent or guardian. EC 48904	<u>Notify Fire Marshall</u> <ul style="list-style-type: none"> · Parent conference · Counselor/Student conference · Suspension 1-5 days · May recommend for expulsion depending upon prior discipline, severity, intent, and circumstances · Notify Police
Stolen or attempted to steal school property or private property. EC 48900(g)	<ul style="list-style-type: none"> · Notify Police · Parent conference · Refer to Risk Management for costs/reimbursement of school property · Counseling referral · Suspension 1-5 days · May recommend expulsion depending upon prior discipline, severity, intent, and circumstances

Caused or attempted to cause damage to school property* or private property, including graffiti, tagging, etching, vandalism, etc. EC 48900(f) *May result in liability for damages against parent or guardian .EC 48904	<ul style="list-style-type: none"> ·Parent conference ·Community Service 2 days and/or ·Suspension 1-5days ·May recommend expulsion depending upon prior discipline, severity, intent, and circumstances ·Notify Police
Habitual use of profanity or vulgarity; committing obscene act. EC 48900(i)	<ul style="list-style-type: none"> ·Parent conference ·Suspension 1-5 days or ·Afternoon/Evening School
Possession of drug paraphernalia. EC 48900(j)	<ul style="list-style-type: none"> ·Parent conference ·Backpack daily a.m. search ·Suspension 1-5 days
Possession of Imitation firearm. EC 48900(m)	<ul style="list-style-type: none"> ·Parent conference ·Suspension 5 days ·Contact Police ·May recommend expulsion depending upon discipline history, severity, intent, and circumstances
Committed or attempted to commit a sexual assault or committed a sexual battery. EC 48900(n); 48915(c)(4) Penal Code Section 243.4	<ul style="list-style-type: none"> ·Parent conference ·Suspension 5 days ·Mandatory recommendation for expulsion ·Contact Police
Harassed, threatened, or intimidated a witness. EC 48900(o)	<ul style="list-style-type: none"> ·Parent conference ·Suspension 1-5 days ·Contact Police
Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. EC 48900(p)	<ul style="list-style-type: none"> ·Parent conference ·Suspension 5 days ·Refer to Substance Abuse counseling
Knowingly received stolen school property or private property. EC 48900(l)	<ul style="list-style-type: none"> ·Parent conference ·Suspension 1-5 days ·Contact Police
Aiding or abetting infliction or attempted infliction of physical injury (cannot expel solely for this offense). EC 48900(s)	<ul style="list-style-type: none"> ·Parent conference ·Refer to Anger management ·Facilitated peer mediation ·Suspension 1-5 days ·Contact Police
Physical Sexual Harassment: Intentional and / or obvious unwelcome or offensive touching or sexual advances Could include "de-pantsing". EC 48900.2, EC 212.5(c)	<ul style="list-style-type: none"> ·Parent conference ·Suspension1-5 days ·Notify Police ·May recommend expulsion depending upon discipline history, severity, intent, and circumstances
Any form of pornographic material, whether in written or electronic form.	<ul style="list-style-type: none"> ·Parent conference ·Confiscate item ·Suspension 1-5 days ·Contact Police

Visual Sexual Harassment: Offensive posters, cards, cartoons, writing, graffiti, drawings, objects, or gestures. EC 48900.2, EC 212.5(c)	<ul style="list-style-type: none"> · Parent conference · Suspension 1-5 days
Verbal sexual harassment: offensive comments, jokes or slurs, graphic verbal comments about an individual's body and graphic or verbal comments of a sexual nature. EC 48900.2, EC 212.5(c)	<ul style="list-style-type: none"> · Parent conference · Suspension 1-5 days
An act of hate violence, i.e., any words or actions which reflect negatively on a person's disability, gender, nationality, race/ethnicity, religion, sexual orientation, or association with person/ group with one or more of these characteristics. EC 48900.3	<ul style="list-style-type: none"> · Parent contact · Counselor/Student conference · Refer to CSSS · Suspension 1-5 days and/or · Recommendation for expulsion
Continual threats, intimidating or menacing another student, hostile environment, bullying, etc. EC 48900.4	<ul style="list-style-type: none"> · Parent conference · Suspension 1-5 days · Notify Police · May recommend expulsion depending upon discipline history, severity, intent, and circumstances
Exhibiting pre-fight behavior such as name-calling, insults, challenging to fight, squaring off, or using words likely to cause a physical altercation, etc.	<ul style="list-style-type: none"> · Parent conference · After School/Evening/Saturday Detention 1-5 Days
Violation of hands-off policy (i.e. pushing, grabbing, hitting, spitting, etc.) or no contact contract	<ul style="list-style-type: none"> · Parent conference · Detention 1-5 days or · Suspension 1-5 days
Gang gesturing/writing.	<ul style="list-style-type: none"> · Parent conference · Evening detention 1-5 days or · Suspension 1-5 days · Contact Police
Use of electronic and/or signaling device. Laser Pen. EC 48901.5	<ul style="list-style-type: none"> · Parent contact · Confiscate device Parent must pick up item · Detention 1-5 days
"No show" to detention assigned by an administrator.	<ul style="list-style-type: none"> · Parent conference · Detentions are doubled if not served. · Parent conference will occur. · Afternoon/Evening Detention 1-5 days
Inappropriate use of school phone, cell phone, or public phone.	<ul style="list-style-type: none"> · Parent conference · Confiscate device Parent must pick up item · Afternoon/Evening School
Possession of stink bomb, poppers, water balloons, squirt gun, etc., water/food fights of any kind.	<ul style="list-style-type: none"> · Parent Contact · Confiscate device After-School Detention · Parent must pick up item · Community Service · May suspend 1-5 days
Unauthorized area. Out of class without a pass. In classroom without staff member	<ul style="list-style-type: none"> · After school detention · Parent conference

Buying or selling meal tickets, food, drinks, or any other unauthorized material.	<ul style="list-style-type: none"> · Parent conference · Confiscate item · Afternoon/Evening School
Falsifying or altering documents, misuse of passes, wrongful possession of school materials, etc.	<ul style="list-style-type: none"> · Confiscate item · Parent conference · Detention 1-5 days and/or · In School Suspension 1-2 days
Gambling in any form (pitching coins, dice, wagering with cards, etc.).	<ul style="list-style-type: none"> · Parent conference · Confiscate item · Suspend 1-5 days · Afternoon/Evening School · Notify Police · May suspend 1-5 days
Loitering/trespassing on another Ivy Academia campus.	<ul style="list-style-type: none"> · Warning · Parent contact · After-School Detention 1-5 days or · Suspension 1-5 days or · Afternoon/Evening School 1-2 days
Violation of dress code as detailed in the Parent Teacher Student Handbook.	<ul style="list-style-type: none"> · Student referral to office to change clothing · Parent contact · Admin Assigned Clothing (gently used or new uniform) · Detention 1-5 days or · Afternoon/Evening School 2 days
Tampering with or signaling false fire alarm, fraudulent or unauthorized use of 911.	<ul style="list-style-type: none"> · Parent contact · Suspension 2 -5 days · Notify fire Marshall/ Police
Possession or use of matches or lighter.	<ul style="list-style-type: none"> · Parent contact · Confiscate item · Afternoon/Evening Detention 1-5 days or · Suspension 1-5 days
Habitually unprepared for class.	<ul style="list-style-type: none"> · Parent contact by teacher · Parent conference · Daily agenda signed by parent · Detention 1-2 days
Habitual or egregious cheating.	<ul style="list-style-type: none"> · Parent/teacher conference · Suspension 1-5 days.
Reckless riding, continued defiance of bike rules, riding skateboards, roller skates, roller blades, scooters, etc. on school campus.	<ul style="list-style-type: none"> · Confiscate item · Parent must pick up item · After-school/evening detention 1-5 days or · Suspension 1-5 days
Misuse of computer network account and password; allowing another student to use a student's network account and password or using another student's network account. EC 48900(g)	<ul style="list-style-type: none"> · Parent contact · Afternoon/Evening School 1-2 days or · 1-2 days suspension · Suspend student's use of Internet for semester/year
Theft or unauthorized possession and/or use of a network account—theft of an account by watching another student or staff member log on, or by other means. EC 48900(g)	<ul style="list-style-type: none"> · Parent contact · Afternoon/Evening School 1-2 days or · 1-2 days suspension and/or · Suspend student's use of Internet for semester/year

Violation of computer and/or network security.	<ul style="list-style-type: none"> · Parent contact · After school reflective paper · Suspension 1-5 days or · Afternoon/Evening School 1-2 days · Remove student from use of Ivy Academia network for one semester/year
Intimidating or menacing school personnel or students including hand gestures, written materials, or verbal comments, etc.	<ul style="list-style-type: none"> · Parent conference · Afternoon/Evening School 2 days or · Suspension 1-5 days · Recommend Expulsion
Hazing/initiation. EC 48900(q)	<ul style="list-style-type: none"> · Parent conference · Suspension 1-5 days
Smoking, use, or possession of tobacco. EC 48900(h)	<ul style="list-style-type: none"> · Parent conference · Evening School 1-5 days or · Suspension 1-5 days
Tardy EC 48260	<ul style="list-style-type: none"> · Office referral · Detention or · Suspension 1-3 days · SART referral
Truancy (part or entire day) EC 48260	<ul style="list-style-type: none"> · Parent conference · Detention and/or Afternoon/Evening School or · In School Suspension 1-2 days · SART · Contact Police
Teacher Class Suspension EC 48910 Previous documented interventions Parent conference Office referral Provide work and missed instruction	<ul style="list-style-type: none"> · Use Ivy Academia suspension form · Includes required parent conference with individual teacher
Off Campus without permission	<ul style="list-style-type: none"> · Parent conference · Afternoon/Evening School or · Suspension · Notify Police
Disorderly Conduct on Bus	<ul style="list-style-type: none"> · Warning letter · Parent Contact · Removal from bus
Driving Recklessly or failing to follow parking lot rules, arrows or signs	<ul style="list-style-type: none"> · Parent conference · Suspension of Parking Permit/Revocation of Parent Permit (depending on the driver) and/or · Contact Police
Failure to Serve Detention	<ul style="list-style-type: none"> · Parent conference by teacher · Double Detention or · Afternoon/Evening School
Cheating, Academic Dishonesty	<ul style="list-style-type: none"> · Parent Teacher conference, Grade of zero · Referral to Admin, Parent contact, detentions, Afternoon/Evening School · As per habitual or egregious cheating may Suspend 1-5 days

Disruption during In-School Suspension	· Parent Conference · Additional day of In-School · Suspension
Possession or use of nicotine or nicotine paraphernalia to include Electronic cigarettes.	· Parent conference · Backpack check · Detention 1-5 days

Out-of-School Suspension Procedures

Suspensions shall be initiated by an administrator or designee according to the following procedures:

- *Conference:* To ensure students due process, suspension shall be preceded by a conference conducted by the Principal or designee with the student and his/her parent, and whenever practical, the teacher, supervisor, or school employee who referred the student to the Principal or designee. The conference may be omitted if the Principal or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified by the Principal or designee of the student’s right to return to school for the purpose of a conference. Parents are notified via phone, written suspension notice, and in person, if possible. If the conference occurs, the pupil shall be informed of the reason for the disciplinary action and the evidence against him/her. The student shall be given the opportunity to present his/her version and evidence in his/her defense in accordance with Education Code Section 47605(b)(5)(J)(i). This conference shall be held within two school days of the date that the Charter School received knowledge of the suspend-able offense, unless the pupil’s parent or legal guardian waives this right, expressly is unwilling to attend, or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil’s parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil’s parent or guardian at the conference.
- *Notice to Parents/Guardians:* At the time of the suspension, the Principal or designee shall make a reasonable effort to contact the parent/guardian by telephone, or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice will state the date and time when the student may return to school. If the Principal or designee wishes to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to the administrator the next school day. There will be no penalty to the student, should the parent fail to respond to this request.

Suspension is intended to remove the student from his/her peers and the class environment and may protect the student body as a whole from dangerous and disruptive behavior. Teachers will give the student assignments that he/she must complete. The maximum number of consecutive days a student may be suspended is five (5) days, unless the suspension is extended pending an expulsion hearing with Ivy Academia’s Discipline Review Panel. The maximum number of suspension days a student can receive within a school calendar year is twenty (20). Students may

be recommended for expulsion prior to reaching twenty (20) days, if their actions pose a risk to either themselves or others (see Progressive Discipline Matrix above). For students on suspension pending an expulsion hearing, the Charter School will work directly with parents/guardians to facilitate the pick-up and delivery of academic work for each course through the Charter School's Business Office. Work may be picked up and delivered on a daily basis, but this should occur at least once per week. Home schooling or the facilitation of an instructor to the student's home for a designated amount of time per week will be utilized for students on an as-needed basis. School administration will arrange for students to take exams, both teacher-administered and state tests, in Ivy Academia's Business Office under appropriate supervision, as needed.

Expulsion Procedures

A decision to expel a pupil shall be based any of the violations listed above in the Progressive Discipline Matrix, and/or finding of one or both of the following: (1) other means of correction are not feasible or have repeatedly failed to bring about proper conduct, (2), due to the nature of the egregious act, the student's presence causes a continuing danger to the physical safety of the pupil or others.

Upon an expulsion recommendation by the Principal or designee, the pupil and the pupil's guardian or representative will be invited to a conference with the Executive Director or designee to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Executive Director or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing. Students shall not be suspended for more than a total of twenty (20) school days in a school year, unless a suspension has been extended pending an expulsion hearing. Students may utilize Interim Placement with LAUSD Student Discipline and Expulsion Support Unit while facing expulsion proceedings.

It is a federal mandate (Federal Gun Free Schools Act of 1994) that a school expel, for a period of not less than one year (except on a case-by-case basis), any student who is determined to have brought a firearm to school. The following violations shall also result in an immediate suspension and a recommendation for expulsion:

- Brandishing a knife at another person,
- Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil had obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the Principal or the designee of the Principal,
- Possession of an explosive (as defined in section 921 of Title 18 of the U.S. Code)
- Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, including providing or selling narcotics of any kind (immediate expulsion) and
- Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 of the California Education Code or committing a sexual battery as defined in subdivision (n) of Section 48900 of the California Education Code.

A student may not be suspended or expelled for any misconduct unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the Principal or occurring within any other school district. That act may occur at any time, including, but not limited to 1) while on school grounds, 2) while going to or coming from school, 3) during the lunch period whether on or off the campus, or 4) during or while going to or coming from a school-sponsored activity.

Each school year, the Charter School will create a standing committee of at least three members for its Discipline Review Panel (“DRP”), which is an advisory committee to the Principal or designee (Assistant Principal or Dean of Students) on student discipline-related issues. The DRP convenes when a student commits a serious violation of the discipline code that warrants expulsion or has broken the terms of his/her particular individualized student conduct agreement. The DRP is comprised of employees who are neither familiar with the case nor have interacted with the student; they are individuals from other grade levels (i.e. an elementary student would have teachers and/or administrators from the Middle and/or High School level serve on the DRP or vice-versa). The DRP will not include more than three staff members. The Principal or designee is the facilitator of the DRP and convenes a DRP conference when needed. Members of the DRP participate in this DRP conference by reviewing evidence, asking pertinent questions of the Principal, students and/or family member, discussing interventions, and make a recommendation for next steps. It is the responsibility of the Principal or designee to have available all pertinent materials for each gathering. The administrator or designee should schedule the DRP conference when the suspension paperwork is issued for a serious violation of the discipline code that warrants a recommendation for expulsion, or when the student has broken the terms of his/her particular individualized student conduct agreement. While it is important that all evidence is collected in advance of the DRP, the conference must occur before the student returns to school at the end of the review period. The DRP may recommend to the Principal or designee disciplinary action, terms of probation, suspension duration, and expulsion. The Principal considers the DRP’s recommendation and makes the final disciplinary decision or expulsion recommendation. While five (5) school days is the maximum initial suspension allowed; following the conference, suspension may be extended, pending the results of the DRP conference and the recommendation of the Principal, as the student does not return to campus while they are pending the expulsion hearing. Ivy Academia will ensure students receive an interim placement while facing expulsion proceedings.

As required by Education Code Section 47605(b)(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.

A student may be expelled by the neutral and impartial Discipline Review Panel (DRP) following a hearing before it.

Students recommended for expulsion are entitled to a hearing to determine whether they should be expelled within the thirty (30) school days after the Principal or designee determines that the student will be recommended for expulsion. A hearing will be held even if a student does not

request a hearing for purposes of creating a record that the expulsion was done in accordance with Ivy Academia procedures.

The DRP hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing at least three (3) days prior to the hearing.

Written notice will be mailed by the Principal or designee within 7 days of the conference and will include student identification information, a description of the alleged misconduct, the applicable expulsion provision as listed in the above matrix, student rights for due process, a description of the expulsion proceedings, the right to representation by counsel or advocate, the right for the meeting to be held in public session, the right to inspect and obtain all copies of documentation, the date and time of the hearing, and the right to request a postponement. Upon mailing the written notice, the Principal or designee's responsibility, it shall be deemed served upon the pupil.

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

Within ten (10) school days after this hearing, the DRP facilitator (Administration) will provide the pupil/parent/guardian/authorized representative with the Findings of Fact, which will include a description of the outcome of the hearing. If the DRP recommends against expulsion, the pupil will be immediately reinstated and permitted to return to an instructional program. If the DRP confirms the Principal's or designee's recommendation for expulsion, the Findings of Fact will include an expulsion order, a rehabilitation plan, and any other recommendations the DRP determines to be appropriate. The rehabilitation plan typically requires a student to maintain satisfactory attendance, enrollment in a school setting, make academic progress, and not return to the Charter School campus from which they were expelled. Depending on the expellable offense, counseling may be recommended. A sample Findings of Fact template is available upon request. If a student is expelled, Ivy Academia will assist parents in finding a new placement for an expelled student by completing a referral form for Interim Placement with LAUSD Student Discipline and Expulsion Support Unit if they want their child to attend a local district school or to work with the Los Angeles County Office of Education for an alternative school placement. Pupils who are expelled from Ivy Academia shall be given a rehabilitation plan upon expulsion as developed by Discipline Review Panel at the time of the expulsion order. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission. Upon request from a pupil's parent or guardian, or a pupil who holds his or her own educational rights, the decision to readmit a pupil shall be made by the Discipline Review Panel. The DRP will determine whether the pupil has successfully completed the rehabilitation plan. The pupil's readmission is also contingent upon the capacity of the Charter School at the time the pupil seeks readmission. In a hearing in which a pupil is alleged to have committed or attempted to commit a sexual assault or to have committed a sexual battery, a complaining witness shall be given five days' notice before being called to testify, and shall be entitled to have up to two adult support persons, including, but not limited to, a parent, guardian, or legal counsel, present during his or her testimony. Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential. These requirements shall not

preclude the person presiding over an expulsion hearing from removing a support person whom the presiding person finds is disrupting the hearing. Further, in a hearing in which a pupil is alleged to have committed or attempted to commit a sexual assault or to have committed a sexual battery, evidence of specific instances of a complaining witness' prior sexual conduct is to be presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence to be heard. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Students/parents/guardians have the right to appeal suspensions and expulsions. To appeal a school suspension or in-school suspension, the parent or guardian shall submit a request in writing to the Executive Director no later than five (5) school days after the last day of the suspension. If requested, a suspension/expulsion appeal meeting will be held with the Executive Director and the student/parent/guardian. The ED will review the supporting documentation attached to the written appeal and hear the basis for the appeal from the student/parent/guardian/authorized representative. A decision will be made on the appeal based on a review of all evidence and the Finding of Facts within 10 calendar days from the date of the suspension/expulsion appeal meeting unless an extension is mutually agreed upon between the student/parent/guardian/authorized representative and the Executive Director. If denied, the student/parent/guardian/authorized representative may appeal this decision to the Ivy Academia Board of Directors within 10 calendar days of the denied appeal. An appeal hearing will be scheduled to be heard by the Board within 30 calendar days of receipt of the appeal to the Board. If the expulsion appeal goes to the Board, it will hold a closed session meeting to hear the appeal.

The Board will review all relevant materials including, but not exclusive to:

- All documents submitted during the DRP hearing by the student and the Charter School,
- The Findings of Fact and Expulsion Order,
- Appeal letter(s) to the Executive Director and Response, and
- Letter from parent requesting an appeal to the Board.

The scope of the Board's review shall be limited to:

- Whether the DRP acted without or in excess of its jurisdiction;
- Whether there was a fair hearing;
- Whether there was a prejudicial abuse of discretion in the hearing; and
- Whether there is relevant and material evidence, which, in the exercise of reasonable diligence, could not have been produced or was improperly excluded at the hearing.

With the Finding of Facts, students/parents/guardians/authorized representatives are provided with support to find alternative placement. Ivy Academia connects parents/guardians with the appropriate contacts within LAUSD and LACOE and provides additional support as necessary to find alternative placement. Ivy Academia acts a liaison to the LAUSD Suspension and Expulsion Unit, as needed.

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(b)(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

Certificated staff members consist of teachers and administrators.

Currently, Ivy Academia offers two 403B plans to its eligible employees. Ivy Academia retains the option to elect to allow eligible Charter School employees to participate in the State Teachers Retirement System (STRS). Additionally, certificated staff members will have access to other Ivy Academia 401k-sponsored retirement plans according to the policies established by the Governing Board. Ivy Academia will ensure that its payroll reporting requirements comply with the policies and procedures of LACOE. Prior to any changes in retirement benefit packages, Ivy Academia agrees to provide written notification to all employees.

Classified Staff Members

Classified staff member at Ivy Academia shall participate in the federal Social Security system and will have access to other Ivy Academia-401k sponsored retirement plans according to the policies established by the Governing Board.

Other Staff Members

Other staff member at Ivy Academia shall participate in the federal Social Security system and will have access to other Ivy Academia-401k sponsored retirement plans according to the policies established by the Governing Board.

Certificated, classified, and other staff members at Ivy Academia shall retain all previously vested rights in their respective retirement systems, including STRS or Social Security. The Director of Human Resources is responsible for ensuring that appropriate arrangements for coverage have been made.

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(b)(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.

Ivy Academia is a school of choice; no student is required to attend. Parents or guardians will be provided with a list of public school attendance alternatives at their request. These schools will be in the West San Fernando Valley with the following borders: Sepulveda Blvd. to the East, Valley Circle Blvd. to the West, Ventura Blvd. to the South and Devonshire St. to the North. Should the parent or guardian request school options in an area beyond that which is previously identified, Ivy Academia will assist the parent with contacting the district for the requested area.

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(b)(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(b)(5)(N).)

GENERAL PROVISIONS

Any claim, controversy or dispute between the District and Charter School arising out of or relating to this Charter, except 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 §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

Mr. Joseph Herzog
Executive Director
Ivy Academia
7353 Valley Circle Boulevard
West Hills, California 91304

- 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

Mr. Joseph Herzog
Executive Director
Ivy Academia
7353 Valley Circle Boulevard
West Hills, California 91304

- 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(b)(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(d) 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 AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

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(i)) 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(j)(1) and 47607(f), 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 School Closure Requirements and Recommendations (Revised 08/2009)” 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.

The Executive Director will serve as the Charter Schools' closure agent in the event that the Charter School closes.

Additional Provisions**FACILITIES**

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 the Board of Education of the City of Los Angeles as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and 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.
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. *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.*

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 within 30 calendar days of all new policies, inception, renewals or changes, certificates, or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

"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."

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). These expenditures shall be "classified using the California School Accounting Manual pursuant to Section 41010." (Ed. Code § 47606.5(b).)

ADDENDUM

Assurances, Affirmations, and Declarations

Ivy Academia, an Entrepreneurial College Preparatory Charter School, (also referred to herein as “Ivy Academia” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).)
- Not charge tuition. (Ed. Code § 47605(d)(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. (Ed. Code § 47605(d)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(d)(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(d)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(d)(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”). (Ed. Code § 47605(d)(2)(B).)
- 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(d)(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(c)(1).)
- Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(c)(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 "District Required Language" (DRL), including the *Assurances, Affirmations, and Declarations* section above. The DRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the DRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the DRL 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 DRL contained in the addendum, the provisions of the DRL addendum shall control.

Element 1 – The Educational Program

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

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.

HIGH SCHOOL EXIT EXAMINATION

Charter School shall comply with all applicable requirements of Education Code sections 60850 – 60859, including but not limited to the requirements of sections 60851.6 and 60852.3.

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 English Learner Master Plan *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.

STUDENTS WITH DISABILITIES

Federal Law Compliance

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.

Special Education Program

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).

SELPA Reorganization

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.

Modified Consent Decree Requirements

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

As part of fulfilling the District’s obligations under the MCD, student level data requests from District-operated and Charter-operated charter schools are made on a regular basis. The requested

data must be submitted in the Office of the Independent Monitor's ("OIM") required format in accordance with the OIM's required timelines and as follows:

- End of Year Suspension

District ID, SSIS ID, last name, first name, date of birth, gender, grade, date of suspension, number of days suspended, and reason for suspension.

- Statewide Assessment Data

The standard file including District ID.

- Norm day

District ID, SSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- CBEDS

- All Students enrolled as of December 1 of each school year

District ID, SSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- Dropout

District ID, SSIS ID, last name, first name, middle name, date of birth, grade, last location, school name and local district

- Monthly SESAC and Suspension data

- Graduation roster from all charter schools with 12th grade students with disabilities

The MCD requires charter schools to implement the District's integrated student information system, which is currently referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All charter schools are required to utilize MiSiS directly or interface with MiSiS via a web based Application Programming Interface (API) in compliance with the requirements of the MCD and applicable timelines. Upon charter school full utilization of MiSiS either directly or via a web based API, the list of required data above will automatically be captured within MiSiS.

Element 2 – Measurable Pupil Outcomes and**Element 3 – Method by which Pupil 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 groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.” (Ed. Code § 47605(b)(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(b)(5)(C).)

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

Charter School shall meet all statewide content and performance standards and targets. (Ed. Code §§ 47605(c)(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.

Element 4 – Governance

“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(b)(5)(D).)

GENERAL PROVISIONS

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 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 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(b).

LEGAL AND POLICY COMPLIANCE

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.⁴

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 Public Records Act.

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

⁴ The District is in the process of compiling a list of LAUSD policies that apply to its authorized charter schools. The list will be finalized by April 1, 2018. Charter Schools Division staff will annually review District policies and make recommendations to the LAUSD Board of Education on continued application to charter schools.

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. 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.

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.

Element 5 – Employee Qualifications

“The qualifications to be met by individuals to be employed by the charter school.” (Ed. Code § 47605(b)(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.

Element 6 – Health and Safety Procedures

“The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the charter school furnish it with a criminal record summary as described in Section 44237.” (Ed. Code § 47605(b)(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 blood borne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

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 AB 1432 (2014).

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.

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

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.

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 school site 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.

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 determined 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, including but not limited to the requirements of SB 277 (2015), related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, 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 grades 7-12, Charter School shall comply with the requirements of AB 2246 (2016), 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. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

Element 7 – Means to Achieve Racial and Ethnic Balance

“The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” (Ed. Code § 47605(b)(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 initial 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.

Element 8 – Admission Requirements

“Admission requirements, if applicable.” (Ed. Code § 47605(b)(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 is open to 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, 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.

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(b)(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)(5)(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

Element 10 – Suspension and Expulsion Procedures

“The procedures by which pupils can be suspended or expelled.” (Ed. Code § 47605(b)(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, as required by the Modified Consent Decree. 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.

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 and the MCD, 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, 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.

REINSTATEMENT

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

GUN-FREE SCHOOLS ACT

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

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(b)(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.

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(b)(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.

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(b)(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(b)(5)(N).)

GENERAL PROVISIONS

Any claim, controversy or dispute between the District and Charter School arising out of or relating to this Charter, except 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 §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

Mr. Joseph Herzog
Executive Director

Ivy Academia
7353 Valley Circle Boulevard
West Hills, California 91304

- 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

Mr. Joseph Herzog
Executive Director
Ivy Academia
7353 Valley Circle Boulevard
West Hills, California 91304

- 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(b)(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(d) 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 AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

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(i)) 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(j)(1) and 47607(f), 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 School Closure Requirements and Recommendations (Revised 08/2009)” 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.

Additional Provisions

FACILITIES

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 the Board of Education of the City of Los Angeles as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and 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.
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. *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.*

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 within 30 calendar days of all new policies, inception, renewals or changes, certificates, or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

"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."

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). These expenditures shall be “classified using the California School Accounting Manual pursuant to Section 41010.” (Ed. Code § 47606.5(b).)