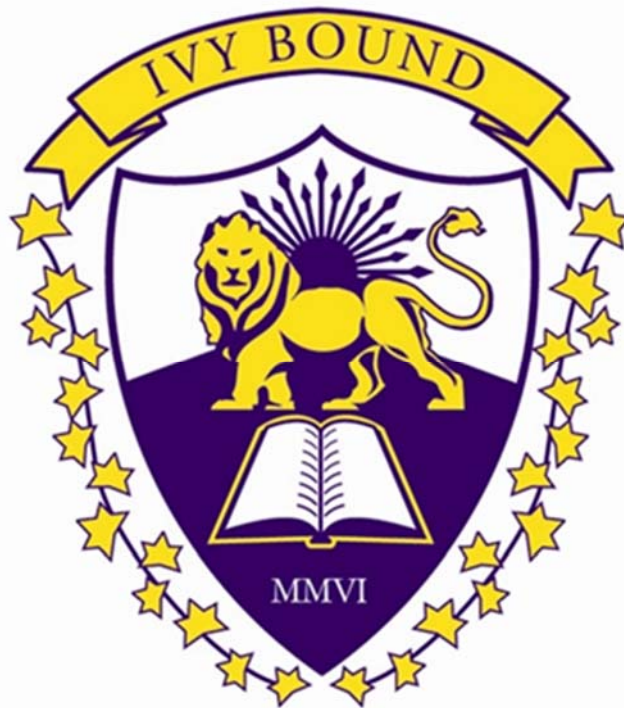




Ivy Bound Academy
Math, Science, &
Technology
Charter Middle School



15355 Morrison Street
Sherman Oaks, CA 91403

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DISTRICT REQUIRED LANGUAGE ADDENDUM

ASSURANCES, AFFIRMATIONS, AND DECLARATIONS

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

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations.(California Education Code (hereinafter “Ed. Code”)§ 47605(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).)
- 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 by or as 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 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).)

GENERAL INFORMATION

<ul style="list-style-type: none"> The contact person for Charter School is: 	Michelle Pacifici
<ul style="list-style-type: none"> The contact address for Charter School is: 	<i>15355 Morrison Street, Sherman Oaks, CA 91403</i>
<ul style="list-style-type: none"> The contact phone number for Charter School is: 	<i>(818) 808 - 0158</i>
<ul style="list-style-type: none"> The proposed address or ZIP Code of the target community to be served by Charter School is: 	<i>91403 and 91436</i>
<ul style="list-style-type: none"> This location is in LAUSD Board District: 	<i>3</i>
<ul style="list-style-type: none"> This location is in LAUSD Local District: 	<i>Northeast</i>
<ul style="list-style-type: none"> The grade configuration of Charter School is: 	<i>5th through 8th grades</i>
<ul style="list-style-type: none"> The number of students in the first year will be: 	<i>240</i>
<ul style="list-style-type: none"> The grade level(s) of the students in the first year will be: 	<i>5th through 8th</i>
<ul style="list-style-type: none"> Charter School's scheduled first day of instruction in 2017-2018 is: 	<i>August 14, 2017</i>
<ul style="list-style-type: none"> The enrollment capacity is: (Enrollment capacity is defined as the total number of students who may be enrolled in Charter School regardless of student residency.) 	<i>240</i>
<ul style="list-style-type: none"> The type of instructional calendar (e.g., traditional/year-round, single track/multi-track, extended day/year) will be: 	<i>Traditional, 180 days</i>

<ul style="list-style-type: none"> • The bell schedule for Charter School will be: 	<i>8:00am – 3:30pm</i>
<ul style="list-style-type: none"> • The term of this Charter shall be from: 	<i>July 1, 2017 to June 30, 2022</i>

COMMUNITY NEED FOR CHARTER SCHOOL

Ivy Bound Academy (IBA) was designed to address the critical need for innovative educational alternatives in Sherman Oaks and the San Fernando Valley. We have been able to provide residents with a thriving, small learning community school that focuses on supporting our students while providing a safe environment that enhances learning. We believe that when a child feels safe and cared for at school, he or she is more inclined to learn. We believe that every child is entitled to a public school education that is not substandard. Our family and community stakeholders feel that our school is a great addition to the neighborhood and they do not need to look outside of the District, or to private schools, for a safe learning environment where their children can excel.

2015 - 2016 LCAP PARENT SATISFACTION SURVEY RESPONSES

80%	believe their child looks forward to coming to school
86%	believe IBA is adequately preparing students for high school, college, and the work place
90%	believe their child is safe at school

IBA has provided the families in Sherman Oaks and the surrounding communities, with a genuine and innovative alternative approach to the traditional education experience. By demonstrating the success of our program through student achievement on standardized tests as well as through consistently positive student/family surveys, IBA has added to the canon of educational research and can share proven best practices with any and all schools that wish to learn from its example. IBA hopes to share its lessons learned in order to demonstrate the ways technology can be used to engage students and teachers in effective teaching and learning. Over the course of our renewal and through the transition to new Common Core State Standards as well as the new assessment system, we have

been encouraged by the fact that our students continue to perform at a rate where the majority of IBA students fall in to the proficient or above categories school wide.

While reviewing our student performance data over the renewal time period, we included two metrics that are now obsolete because they are based on the previous California Standards Tests (CSTs) scores. However, at the time they highlighted that our school was exceeding the standards developed by both the state and the District for high performing schools.

For school years 2012 – 2013 and 2013 – 2014, LAUSD implemented the School Performance Framework as a re-classification criterion for charter schools to create a unified approach in evaluating all schools. Under the SPF, each school receives a final performance classification. The following are the five classifications (also known as tiers). Each school obtains one of the five classifications as a result of their performance:

Color	Classification	General Definition of Classification
	Excelling	Schools are generally defined by high status performance/ high levels of growth.
	Achieving	Schools are generally defined by both high status performance/low to moderate levels of growth OR moderate status performance/high levels of growth.
	Service & Support	Schools are generally defined by both moderate status performance/moderate to high growth levels OR low status performance/ high growth levels.
	Watch	Schools are generally defined by low status performance/ low to moderate levels of growth.
	Focus	Schools are generally defined by low status performance/ low levels of growth.

2012 – 2013 IBA received an SPF classification of: **ACHIEVING**

2013 – 2014 IBA received an SPF classification of: **EXCELLING**

Additionally, the Academic Performance Index (API) was designed to be an indicator of school performance level and was calculated annually by the CDE based on CST results. The target API score for all schools was 800. IBA surpassed the stated goals in API

during our first two years of operation and continued to make gains until the transition to the Common Core and new assessment system. During this time, we were recognized annually by both the California Department of Education (CDE) and Los Angeles Unified School District (LAUSD) for being the highest, or one of the highest, performing schools throughout the District and among traditional, magnet and charter schools based on API and school rankings.

ACADEMIC PROGRESS OVER TIME

	2008	2009	2010	2011	2012	2013
IBA	873	881	899	905	910	902
LAUSD	683	694	709	729	744	750
CA	735	754	765	778	792	800

California Department of Education (CDE): Growth API scores comparison

One of the basic tenets of the IBA program is the belief that all students can achieve if given access to the same tools and supports as their more affluent peers. By providing technology enhanced curriculum and supports to our students we believe we have been able to bridge the academic gap between “the haves and the have nots” and ensure a quality education is available to all, regardless of socioeconomic status. Since transitioning to the Common Core State Standards and the new, Smarter Balanced assessment system, we continue to outperform both LAUSD and students throughout the state of California at every grade level and for all student subgroups. This trend continues even as we have enrolled a more diverse population of students.

Currently, IBA serves 231 students in grades 5th through 8th. IBA has developed an outreach program designed to engage the larger, diverse community in neighborhoods surrounding Sherman Oaks. Our outreach has included participating in community events such as the canned food and toy drives with Assembly member Adrian Nazarian’s office, the Sherman Oaks Street Fair, monthly restaurant fundraisers, poetry showcases with Barnes and Noble Booksellers, and weekly school tours. In addition, school brochures and informational flyers were distributed at the Van Nuys, Sherman Oaks and North Hollywood libraries, local supermarkets, and Delano Park (Van Nuys), Van Nuys/ Sherman Oaks, and Studio City Recreation Centers. This extra effort was undertaken in order to inform the larger community of our desire to serve students and their families and make sure as many families as possible are aware of the opportunity available to

them at Ivy Bound Academy. The chart below shows how overtime, this process has helped us to increase the school’s enrollment diversity to be more representative of the surrounding community in ethnicity, race, socioeconomic status, and ability.

IBA ENROLLMENT TRENDS OVER TIME

Race				Pupil Group			
	2008	2013	2015		2008	2013	2015
Total # of students enrolled	70	221	229	Total # of students enrolled	70	221	229
Asian	3%	3%	10%	Socio Economically Disadvantage	34%	51%	32%
Latino	24%	25%	28%	Students with Disabilities	7%	10%	8%
African American	4%	5%	6%	English Learners	1%	6%	2%
White	57%	62%	53%				

California Department of Education: Accountability Progress Reporting 2008 and 2013 and CALPADS Fall 1 2015 reports

The charts above reflect steady growth in enrollment diversity, most significantly noted when the Census Day 2015 – 16 subgroup percentages are compared to our initial Census Day percentages in 2007 – 08. The decreasing number of white students enrolled confirms our goal of creating a neighborhood school that brings families back to the public schools and serves a genuine diversity of students, so that children of all backgrounds and socioeconomic status study together as a community of learners, with all achieving academic success. These numbers are more significant than they appear when you look at the whole picture which includes the number of students enrolled each year. In our first year 2007 - 2008, there was a student population of 70. In year 9, 2015 – 2016, the enrollment number grew to 229 students. This is more than 3 times the initial enrollment number and we have been able to make gains towards the District’s integration goals even as we have grown. As our outreach efforts continue, we hope to see even larger numbers of underrepresented youth and families enroll at IBA to allow them to be college prepared, career ready and Ivy Bound!

From the perspective of academic achievement, IBA has met the needs of subgroup populations by supporting their learning and as a result, enabling a portion of all subgroup populations to meet or exceed the grade level state standards on annual California Assessment of Student Performance and Progress (CAASPP) exams in ELA and Math. All subgroup designations have outscored, or been on par with, their demographic equivalents as measured by the LAUSD and California averages.

2015 – 2016 CAASPP OVERALL PROFICIENCY RESULTS BY NUMERICALLY SIGNIFICANT ETHNIC SUBGROUPS

IBA vs. LAUSD vs. CA (ELA)

% of students meeting or exceeding standards

	IBA	LAUSD	CA
Asian	67%	75%	76%
Hispanic/ Latino	49%	31%	36%
White	62%	66%	65%
SED	47%	32%	35%
SWD	16%	7%	12%

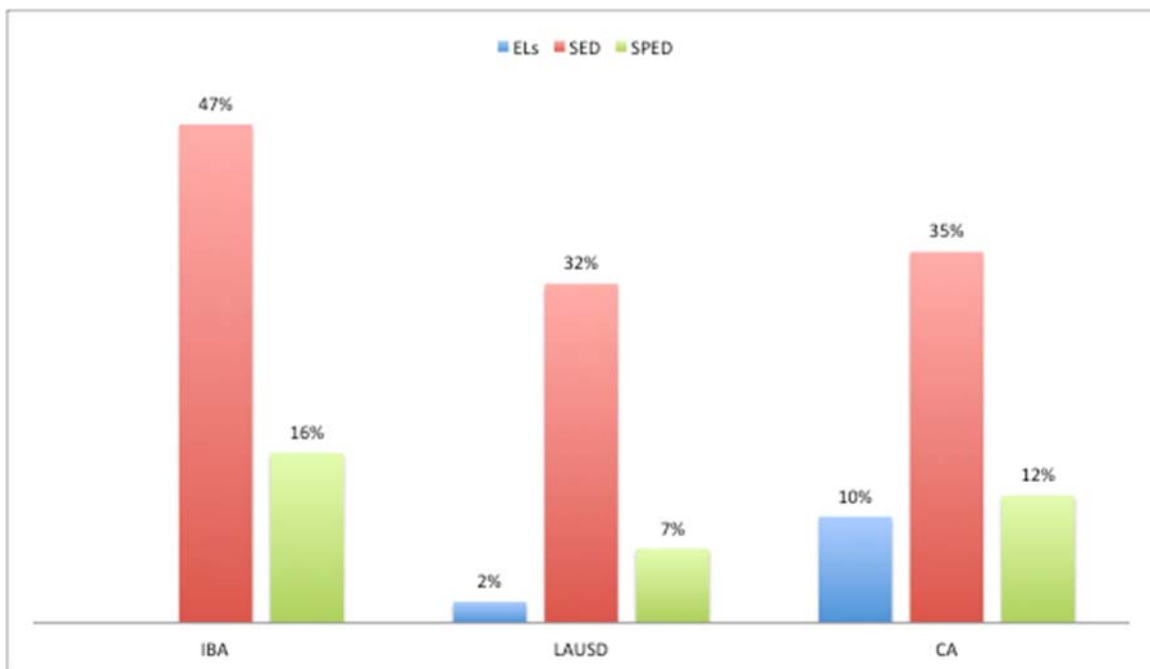
IBA vs. LAUSD vs. CA (Math)

% of students meeting or exceeding standards

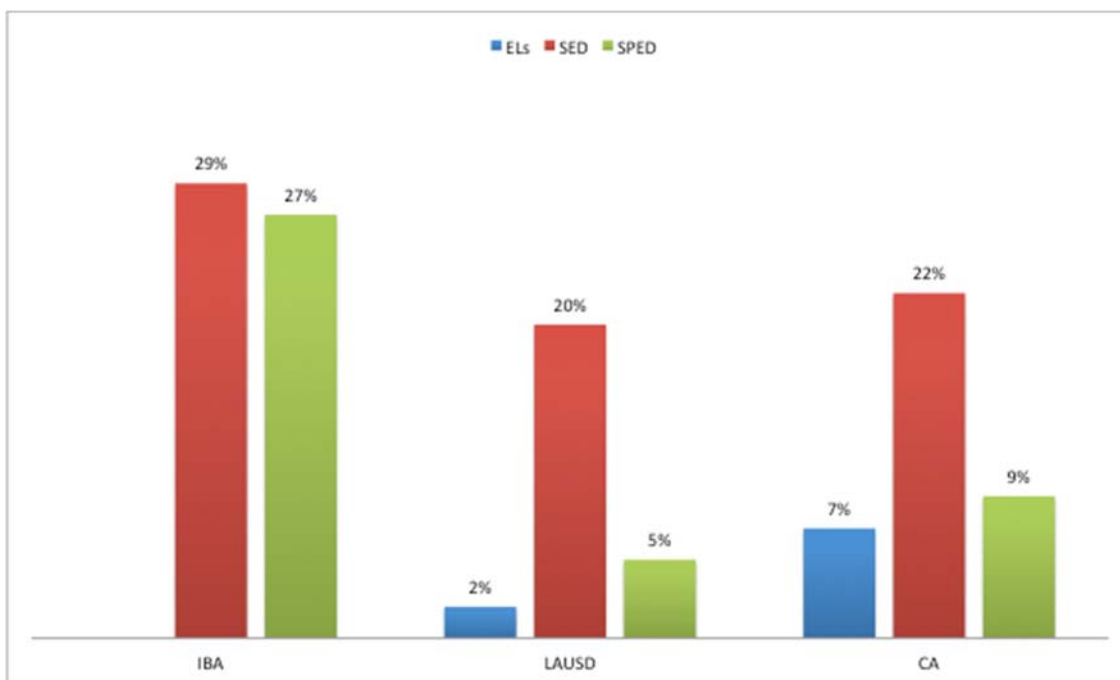
	IBA	LAUSD	CA
Asian	67%	69%	72%
Hispanic/ Latino	32%	20%	23%
White	55%	54%	65%
SED	29%	20%	22%
SWD	27%	5%	9%

2015 – 2016 CAASPP OVERALL PROFICIENCY RESULTS BY PUPIL SUBGROUPS

IBA vs LAUSD vs CA (ELA) - *% meeting or exceeding standards*



IBA vs LAUSD vs CA (Math) - % meeting or exceeding standards



NOTE: IBA EL data has been hidden to protect student privacy. Fewer than 10 students were tested in that category.

Overtime, the data shows that the longer a student attends IBA the more academic gains they are able to show. For both English and Math, the percent of students showing grade level proficiency by meeting or exceeding the state standards is greater when 5th and 8th grade results are compared. This is especially significant since all IBA 8th grade students are enrolled in Algebra I, there is no lower level or 8th grade math course offered. IBA believes that this helps our students to be high school and college ready by preparing them for higher level mathematics courses. When the two years of results are compared we see continued gains in all grade levels, except for 6th grade. School demographics show that for the 2016 – 2017 school year, this current 7th grade class, has a student population which includes 40% of the total number of socio-economically disadvantaged students, 25% of the total number of English Learners and 25% of the total number of Students With Disabilities. Due to the slight decline here, the school will spend time and effort to devise a support plan to aid these students in continuing to meet and exceed grade level standards.

Further, the results show that not only are our students learning more the longer they attend our school, but that we are offering an opportunity to our families to receive an education that is better preparing them for future success than if they attended a local, traditional, LAUSD school. When comparing student scores, IBA outperforms the LAUSD at all grade levels and for both English and Math. This was especially significant

in Mathematics where the number of IBA students who test proficient almost doubled the number of students at the District. We attribute this level of growth and content mastery to the inclusion of ALEKS in our daily program and for use as an intervention tool. By providing this mathematics tool to our students, both at home and at school, they are able to practice their skills and gain understanding of the building block concepts that will be expanded upon in higher levels of Math.

CAASPP Overall Proficiency Rates (Schoolwide Comparison 2014/15 – 2015/16)

2014-2015	58%	48%	33%	23%	44%	33%
2015-2016	56%	49%	37%	26%	48%	35%
	ELA	Math	ELA	Math	ELA	Math
	IBA		LAUSD		CA	

Source: 2015 and 2016 CAASPP test results (California Department of Education)

California Standards Tests for All Students in Science

% of students scoring proficient or advanced (meeting or exceeding the state standards)

	IBA	LAUSD
2012 – 13	92%	54%
2013 – 14	75%	54%
2014 – 15	68%	50%
2015 – 16	n/a	n/a

The success of our students is further validated when comparing the surrounding school proficiency scores on the CAASPP. Other middle schools located within a 2 mile radius

of the Sherman Oaks campus, that our students would likely attend if not enrolled at IBA, are Hesby Oaks (HO) and Van Nuys (VNMS) Middle Schools. The demographics and test scores for the two schools highlight the geographic and socio-economic divide present across the San Fernando Valley and specifically in Sherman Oaks. One mile to the north, where Van Nuys Middle School is located, and the diversity is evident through the large population of underserved student groups and ethnicities. One mile to the south, in Encino where Hesby Oaks is located, the lack of diversity is evident through their low number of underserved students and more homogeneous student enrollment where nearly $\frac{3}{4}$ of the entire student body is classified as white.

Unfortunately, this difference is evidenced in test scores as well. Less than 25% of VNMS students met or exceeded the state standards on 2015 – 2016 CAASPP results in ELA, and fewer still (15%) met or exceeded the standards in Mathematics. Conversely, HO students scored at a level at least three times higher than VNMS students for proficiency in both ELA and Math with 74% of their students meeting or exceeding the state standards in ELA, and 62% meeting or exceeding the state standards in Math. IBA represents the statistical norm between the two with enrollment demographics falling between the two extremes. The chart below highlights these differences and we believe reinforces our heightened outreach efforts to enroll a more diverse student body and raising community awareness to the opportunity for an enhanced education for all students. The majority of IBA students (56% ELA and 49% Math) are meeting proficiency standards regardless of race, socioeconomic status, or other ability barriers and outperforming their peers throughout the state of California and across LAUSD.

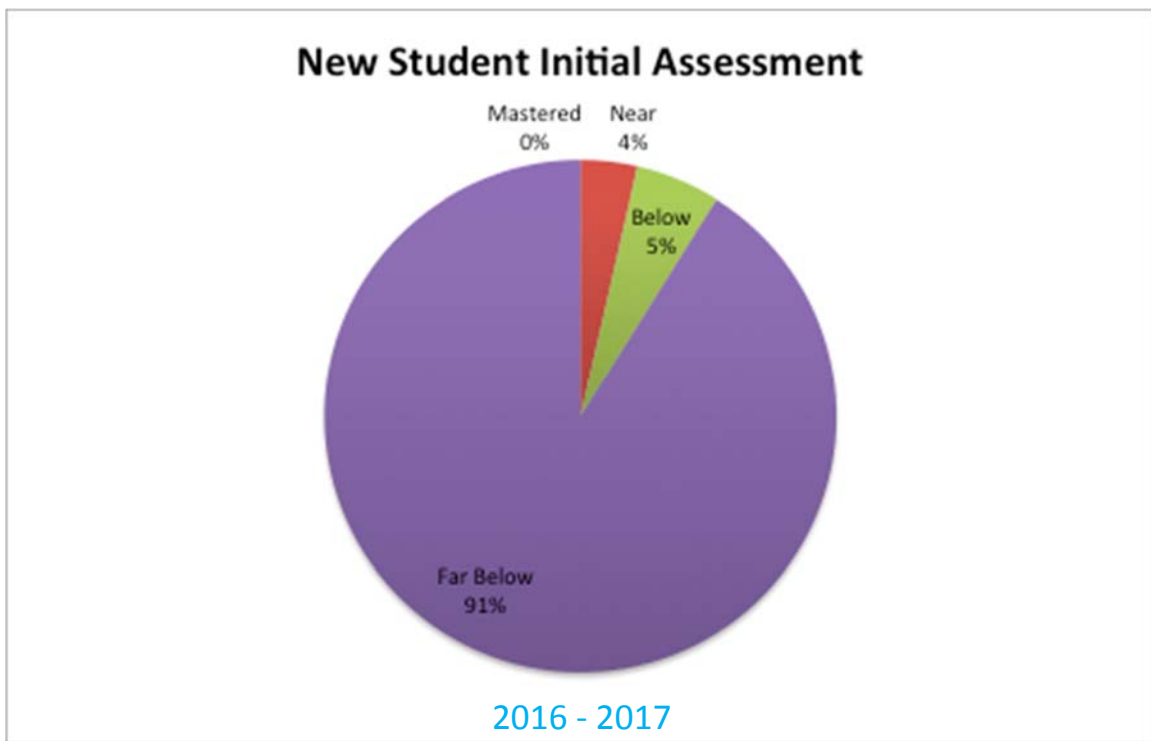
**2015 – 2016 CAASPP Schoolwide Proficiency and Student Group Demographics
(Comparison)**

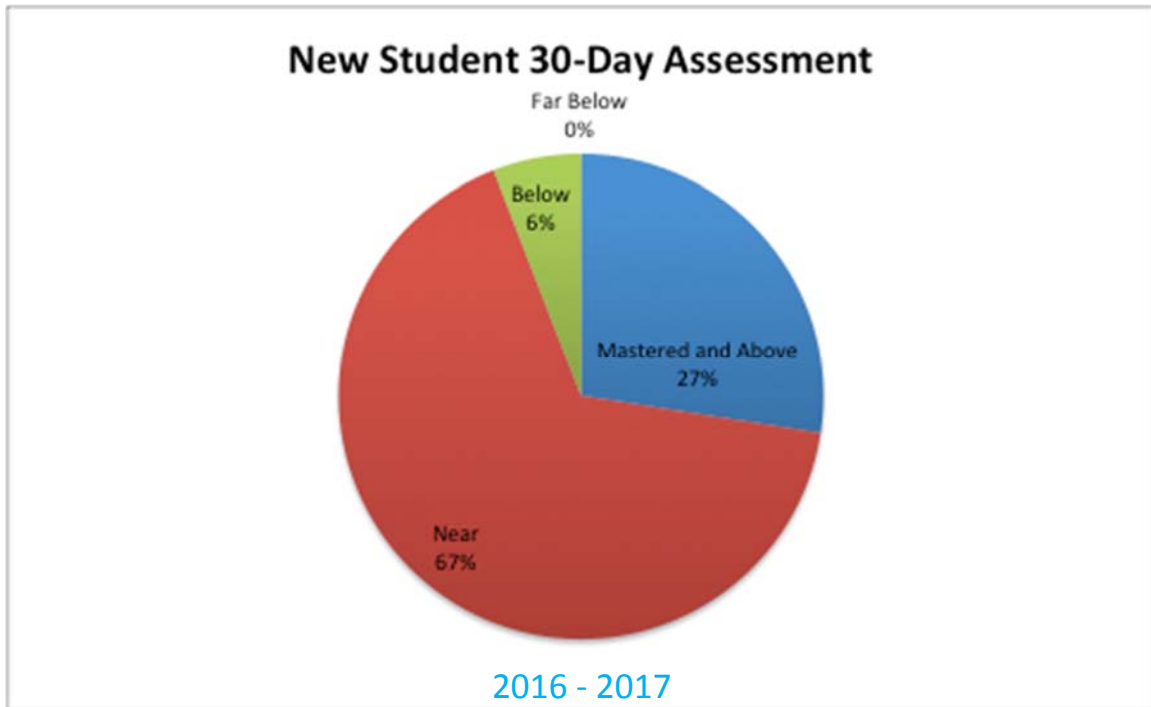
Name of School	ELA Proficiency	Math Proficiency	Socioeconomically Disadvantaged	EL	SPED	Hispanic	White
Hesby Oaks	74%	62%	16%	3%	9%	16%	71%
Ivy Bound Academy	58%	49%	33%	2%	8%	29%	54%
Van Nuys Middle School	25%	15%	82%	18%	12%	81%	8%

2015 – 16 CAASPP test results (California Department of Education)

The use of technology to bridge achievement gaps and to bring next generation learning in to the classroom, along with real world applications, our small school size and individualized attention to our students are all reasons why the Sherman Oaks community and the San Fernando Valley needs a school like Ivy Bound. IBA gives all parents a choice and opportunity to access a public education that is forward thinking, educationally proven and results driven.

Our utilization of technology for a student-paced, mathematics supplementary program in our **Math Lab**, where students attend 45 minutes daily as one of their required periods, is an engaging and effective way to support and challenge students in filling knowledge gaps from previous years as well as advancing to more complex concepts and contents in mathematics. In **Math Lab** our students use a web based program called **ALEKS** (*Assessment and Learning in Knowledge Spaces*) that is Common Core aligned. The inclusion of this program has allowed at risk students to close the achievement gap and gain grade level mastery, while at the same time encouraging gifted or advanced learners to push themselves onto higher levels of Mathematics and prepare them for high school and college level courses.





The first chart reflects the findings that of the 56 new students, 91% entered IBA scoring at the far below range indicating that they are potentially up to 3 grade levels behind in grade level content mastery. The data also identifies that none of the 56 students tested as having mastered the prior year concepts.

The second chart highlights the immediate growth seen over the first month using the same 56 students who have been using the ALEKS program in class, at home, and in intervention programs before and afterschool. The data here shows us that by working with the students in class and at school and bringing the parents on board to the importance of using the program at home, significant gains can be measured. In the month since school began, none of the 56 students remain at the far below category. 67% have moved up to being near to meeting the prior year content standards. And, 27% have mastered prior year content standards and are working at their current grade level.

It is because of opportunities such as this, that our school affords IBA students that we believe our students leave us able to close any achievement gaps and earn academic success equivalent, or higher, to their peers in high school- regardless of where they started from when they first entered IBA. As a means to ensure equity and access for all students outside of school hours, computers are available to students and their parents daily from 7am – 7:50am and from 3:30 – 5:00pm. In addition, if a parent indicates to IBA Administration that a further hardship exists, arrangements will be made to provide the student with a laptop or Chromebook for use at home during the school year.

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

Furthermore, technology enables teachers to easily and efficiently implement and analyze a variety of assessments from non-graded formative, to gauge student understanding on a daily basis, to summative, standards-based assessments. Our teachers have access to and regularly use ClassFlow, QUIA, Quizlet, Writer's Key, Ticket to Read, Total Reader and OARS in their classes to capture student data. This data is immediately used to drive instruction and/or to be graded and uploaded into the students' files on Power School. Students and their families check Power School daily to see examples of student work, student grades, and standards-based assessments, thus always maintaining an understanding of students' achievements and needs. Our culture of high expectations for all and our emphasis on faculty/parent partnerships in monitoring and analyzing student learning serve to support, motivate, and inspire students to achieve academic excellence.

Along with the technology integration and support provided at our school, parents indicate the small school size and individualized attention as reasons they chose Ivy Bound Academy. In the most recent parent satisfaction surveys administered in the 2015 – 2016 school year, parent responses indicated that

80% of parent respondents feel that the teachers are highly qualified and dedicated

90% of parent respondents feel that school staff care about their students' well being

In addition, on GreatSchools.org Ivy Bound Academy has a ranking of 8 out of 10 based on standardized test scores; as well as a 5 star school review ranking. Two examples of parent reviews are:

“This is our third year at Ivy Bound. We have two children there one in 5th and one in 7th grade. We choose this school because of its small size and wonderful academic program so that our girls would not get lost in the system. The teachers all specialize in the areas that they teach. They are enthusiastic and make learning interesting. The administration is wonderful and it feels like a big family. I feel like we are having a private school experience for our girls without the

cost. The knowledge my girls have about science, computers, technology, and their ability to annotate books is beyond High School level. We are really blessed to have this educational opportunity for our girls. It has far exceeded our expectations for a middle school learning environment.”

“EXCELLENT TEACHER/PARENT COMMUNICATION. THE SCHOOL IS DEVOTED TO HELPING YOUR CHILD SUCCEED. THE SCHOOL TAKES PRIDE IN ITS NAME, IVY BOUND ACADEMY - SHERMAN OAKS.”

However, some of our strengths have also led to our greatest challenges. We have been challenged to increase the diversity of our student population, while facing parents who are increasingly frustrated with the treatment and services they received elsewhere and students who have checked out and are apathetic towards their education. We face new, and increasing, bureaucratic pressure that keeps us from being able to devote our time to the areas most needed- such as student achievement, teacher development, and creating school community. In addition, as a small school, we do not have the economy of scales and struggle to fund the resources we feel are necessary to ensure the success of all students.

As stated earlier, central to IBA’s core beliefs are that every child can succeed given access to the same resources as their more affluent peers. While integral to what it means to be Ivy Bound Academy, this belief carries a price. Our teachers are expected to do more than simply teach between 8am and 3:30pm. In an effort to ensure success, our teachers are asked to go above and beyond the classroom walls to get to know our students and engage them in learning. This means taking the time to build relationships, listening to the students, and providing opportunities for meaningful engagement at school. In a New York Times education piece from March 2007, Elissa Gootman writes, “part of the challenge of middle school is the breathtaking range of student ability, more pronounced than in elementary schools, where one can only fall so far behind, or high schools, which offer tracked classes.” Lack of ability and peer pressure begin to separate students as they not only make the transition from elementary school to middle school, but from childhood to pre-adolescence. Increased independence, puberty, and increased academic demand are challenges facing middle school students and manifest themselves as feelings of anxiety, depression, and other social emotional problems that can hinder learning. (Juvonen, Le, Kaganoff, Augustine, Constant, 2004) Therefore, teachers are faced with the dual role of educating students from all different learning levels, capabilities, socio economic, religious, racial, and ethnic backgrounds. Many times they are also placed into the additional role of therapist as well as teacher. This extra demand to meet every child where they are at and develop the whole child can be at least one reason for the high turnover (or burn out) rate of teachers. The Alliance for Excellent Education found in their July 2014 report that “roughly 500,000 U.S. teachers leave the

profession each year and that turnover is especially high among new teachers with 40 – 50% leaving after 5 years.” IBA has worked hard to develop our teachers and provide growth opportunities for qualified instructors which include paying for Induction Programs so that they can clear their credential, professional development, and advancement into administration. And still, of the 12 current teachers on staff for the 2016 – 2017 school year, only 1 has been at IBA longer than 5 years. The turnover rate has allowed us to weed out teachers that don’t fit with the demands of working at IBA, and allowed us to provide advancement opportunities for teachers who have committed to our vision. In addition, this core of teachers who have been at IBA for 3 or more years are also used to orient the new teachers as they are hired and work with teachers from both campuses as department heads. Students and parents look to these veteran teachers for the consistency at the school.

Years at IBA	#	%
5+	1	8%
3 or more	6	50%
1 or more	1	8%
New	4	33%

Student success is not only dependent on providing great teachers. It also requires partnership with the family and accountability for the student. Our teachers that have committed to the mission and vision of Ivy Bound Academy have struggled to engage parents who are dissatisfied with the service they received elsewhere and students who have given up. This has been intensified with the transition to the Common Core State Standards and the new Smarter Balanced assessment system. While IBA continues to provide parent information meetings and monthly governance meetings with discussions of student achievement, test results, schoolwide goals development, and budget we have struggled to get parents to participate when they feel they have been let down by the education system. Parents with high performing students have been upset by sub-standard scores on the CAASPP and by the new system of learning and standards created by the Common Core. Feedback from parents are that they are frustrated with a system that is broken and have “checked out.” They are content with letting the teachers deal with the

task of educating their child. But success in the classroom requires support from home to ensure that homework and projects are completed, tests are studied for, and rules are followed. In an effort to encourage parent participation, IBA has provided numerous opportunities in the hopes parents will get more involved. Monthly Booster Club meetings, Restaurant Nights, and schoolwide special events are additional opportunities for engagement. There are also parent surveys as well as Parent Information Nights where we gather input from parents about topics they might need more assistance with. Their input was instrumental in the creation of our annual High School Night for parents to meet with local high schools and learn about the options available to them. As well as our annual Parent Night trainings on ALEKS and Power School to assist parents with using the supports available to them at school. We feel this extra effort will help us to gain parent participation because without parent support student success cannot be guaranteed. “We cannot expect middle schools to raise student performance to a proficient level while shouldering the burden of poor prior preparation.” (Rand, 2004) However, we feel that this extra accountability and responsibility given to the parents with the availability of the ALEKS program at home and Power School to assist them with monitoring their child’s grades may dissuade parents from enrolling at our school, instead choosing to stick with the status quo.

STUDENT POPULATION TO BE SERVED

Ivy Bound Academy opened in the fall of 2007 with 130 students in grades 5th through 7th. By the fall of 2010, Ivy Bound Academy increased the total enrollment to 227 students in grades 5th through 8th, bringing the school close to its full capacity. For the 2016 – 17 school year we have 231 students enrolled and will continue to enroll until we reach capacity at 240 students or we no longer have a waiting list.

Grades	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
5	60	60	60	60	60
6	60	60	60	60	60
7	60	60	60	60	60
8	60	60	60	60	60
	240	240	240	240	240

Ivy Bound Academy was designed to address the critical need for innovative educational alternatives in the Sherman Oaks community of the San Fernando Valley. IBA recruits students who reside in the attendance area surrounding our facility at 15355 Morrison Street in Sherman Oaks, CA. The chart below demonstrates the dominant ethnicity, socio-economic status, percentage of English language learners, and the academic performance of the 5 closest elementary and middle schools located within a 2 – 5 mile radius of our campus.

Name of School	# of students (15-16)	% SED	% SPED	% EL	Top 3 Ethnicity	2013 Growth API	2011-2013 API 3 Year Average	2013 API Statewide Rank
Ivy Bound Academy	232	33%	8%	2%	54% White 29% Latino 5% Asian	902	906	9
Hesby Oaks	407	16%	9%	3%	71% White 14% Latino 5% Afr American	911	910	9
Van Nuys Middle School	1176	82%	12%	18%	81% Latino 8% White 3% Afr American	742	734	3
Robert A. Millikan	2092	36%	8%	4%	53% White 28% Latino 8% Afr American	875	875	9
Valley Charter Middle School	215	45%	17%	17%	59% Latino 28% White 5% Filipino	742	N/A	3
Valley Alternative Magnet School	382	71%	9%	13%	40% White 39% Latino 9% Asian	836	818	7

IBA was founded with the goal of serving the full diversity of students in the greater Sherman Oaks area. IBA envisions a neighborhood school that brings families back to the public schools and serves a genuine diversity of students, so that children of all backgrounds and socioeconomic status study together as a community of learners, with all achieving academic success- regardless of their starting point. While continuing to devote time and money to outreach to underserved populations of students, we feel that the school’s current demographics reflect the community we serve and our commitment to inclusion: 24% Hispanic/ Latino, 5% African American, 6% Asian, 56% White, 7% Special Education, 2% English Learner and 28% Socioeconomically Disadvantaged. IBA has developed a challenging environment for all students to learn and grow and that fosters a “No Excuses” attitude towards high academic achievement. High academic standards, technology enhanced active learning, and leadership development will ensure Ivy Bound students become self-motivated, competent, lifelong learners.

GOALS AND PHILOSOPHY

IBA MISSION STATEMENT

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

IBA'S VISION

Ivy Bound's philosophy is that a student must feel at ease in their surroundings before they can fully take advantage of their academic environment. As a result, we focus on three key concepts to facilitate the development of a superior educational program ensuring that all of our students experience success. With an emphasis on a safe and nurturing environment, advanced academics, and extensive training in technology, we enable our students to reach their full potential.

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

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

AN EDUCATED PERSON IN THE 21ST CENTURY

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

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

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

HOW LEARNING BEST OCCURS

Significant research has been done in the field of brain-based research on how students learn best (Caine, R. & Caine, G., 1998, 2014). IBA is committed to creating a learning environment that embodies the *twelve key principles of brain-based research*.

Specifically, we have determined that learning best occurs in an environment that:

- is accepting of varied methods of demonstrating knowledge (*Principle 1*)
- promotes physical and emotional health and well-being (*Principle 2*)
- supports questioning, experimentation, self-expression, creativity and appropriate risk-taking (*Principle 3*)
- encourages multi-disciplinary and cross-curriculum study (*Principles 4*)
- is relevant and authentic (*Principle 4*)

- is developmentally supportive (*Principle 5*)
- is democratic and student centered (*Principle 5*)
- models and requires high-level thinking skills and communication skills, including synthesis and analysis (*Principle 6*)
- models continued learning, interest and enthusiasm (*Principle 7*)
- celebrates cultural and individual diversity (*Principle 7*)
- models reflection and self-assessment (*Principle 8*)
- is rich and demanding and promotes depth of learning (as opposed to memorization only) (*Principle 9*)
- creates opportunities for knowledge to be applied to real-world contexts (*Principle 10*)
- is psychologically safe (*Principle 11*)
- provides a variety of ways for students to engage in coursework and in the school community (*Principle 12*)

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

- student-centered curriculum with clearly articulated learning objectives that are aligned to Common Core State Standards - achieved through teacher training in Strategic Design for Student Achievement*
- student-centered approach to teaching that provides guidance and adequate time for students to self-reflect and self-assess
- integration of technology across the curriculum**
- after and before school intervention and enrichment programs
- collaborative investigations and demonstrations, coupled with authentic, standards-based assessments
- data driven instruction in an engaging, authentic context: mini-lessons that address specific skills which assessment has revealed to be in need of support, within the context of larger projects
- teacher training on designing rigorous curriculum, meeting the needs of diverse learners, and creating a culturally sensitive, safe classroom climate
- a code of conduct for all members of the school community (students, staff and parents) founded on a set of core values that promote individual and collective responsibility

**Teachers at all grade levels are trained in a proven, effective model of standards-based instruction: Strategic Design for Student Achievement (SDSA). SDSA comprises a four step process in which teachers analyze and prioritize content standards, align assessments to those standards, design instructional activities that are aligned to standards and assessments, and analyze achievement outcomes to determine effectiveness of content standard mastery.*

***IBA's rigorous, standards-based curriculum will be delivered through technology-enhanced, active instruction in all subject areas. Instructional delivery is aided by SMART Boards, Promethean Activ Walls, Chrome Books for student use, different web based education platforms such as Google classroom, ALEKS, Achieve 3000, Ticket to Read, Quia, Quizlet, and many others provide students with visual and kinesthetic learning experiences that allow them to participate in their learning, not just be passive receptacles of knowledge. This access to technology is not readily available in surrounding schools. Research shows that when used properly, computers serve as an important tool in improving student achievement*
(<http://www.sbceo.k12.ca.us/~ims/techcen/EETT/ImpactofET.pdf>).

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 (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 annual update.” (Ed. Code § 47606.5(e).)

Education Code § 47605 (b)(5)(A)(ii) Requirements

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

The following chart details IBA’s goals as of this petition submission, for all pupils pursuant to California Education Code § 52060(d), including specific annual actions the

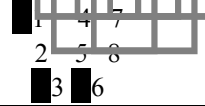
school takes to achieve each of the identified annual goals. As required under the California Education Code, IBA engages its stakeholders in a collaborative process each year to update and prepare the annual Local Control and Accountability Plan (LCAP) to involve them in goal setting and prioritizing funding and expenditures school wide.

LCFF STATE PRIORITIES

GOAL #1

Provide a positive school environment, conducive to learning and respectful of others.

Related State Priorities:



Local Priorities:



Specific Annual Actions to Achieve Goal

1. provide a facility that is clean and safe
2. sufficient materials, textbooks and technology for student and teacher use
3. decrease the number of suspensions by focusing on schoolwide positive behavior support, communication with families and restorative justice.
4. provide a teaching staff that is highly qualified and meets ESEA requirements

Expected Annual Measurable Outcomes

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

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

Applicable Student Groups	Baseline	2017-2018	2018-2019	2019 -2020	2020-2021	2021-2022
All Students (Schoolwide)	Identified facilities issues will be addressed within 30 days of reporting in 80% of all facility issues	Identified facilities issues will be addressed within 30 days of reporting in 82% of all facility issues	Identified facilities issues will be addressed within 30 days of reporting in 84% of all facility issues	Identified facilities issues will be addressed within 30 days of reporting in 86% of all facility issues	Identified facilities issues will be addressed within 30 days of reporting in 88% of all facility issues	Identified facilities issues will be addressed within 30 days of reporting in 90% of all facility issues

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

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

Applicable Student Groups	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	100% of all students have access to Standards-aligned instructional materials, textbooks, and computers as required	100% of all students have access to Standards-aligned instructional materials, textbooks, and computers as required	100% of all students have access to Standards-aligned instructional materials, textbooks, and computers as required	100% of all students have access to Standards-aligned instructional materials, textbooks, and computers as required	100% of all students have access to Standards-aligned instructional materials, textbooks, and computers as required	100% of all students have access to Standards-aligned instructional materials, textbooks, and computers as required

Outcome #3: provide positive, school wide behavior support by decreasing suspension/ expulsion rate, increasing parental involvement and decreasing the number of missing assignments

Metric/Method for Measuring: monthly LAUSD suspension and expulsion reports, annual CALPADS reporting, percentage of parents participating in school wide events annually, annual No Yellow Boxes data

Applicable Student Groups	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	annual suspension rate will be maintained at $\leq 3\%$ of student population	annual suspension rate will be maintained at $\leq 3\%$ of student population	annual suspension rate will be maintained at $\leq 3\%$ of student population	annual suspension rate will be maintained at $\leq 3\%$ of student population	annual suspension rate will be maintained at $\leq 3\%$ of student population	annual suspension rate will be maintained at $\leq 3\%$ of student population
All Students (Schoolwide)	annual expulsion rate will be maintained at $\leq 2\%$ of student population	annual expulsion rate will be maintained at $\leq 2\%$ of student population	annual expulsion rate will be maintained at $\leq 2\%$ of student population	annual expulsion rate will be maintained at $\leq 2\%$ of student population 80% of parents	annual expulsion rate will be maintained at $\leq 2\%$ of student population	annual expulsion rate will be maintained at $\leq 2\%$ of student population

80% of parents attend at least one school event each year	80% of parents attend at least one school event each year	80% of parents attend at least one school event each year	attend at least one school event each year	80% of parents attend at least one school event each year	80% of parents attend at least one school event each year
Parent satisfaction rates are 80% annually, based on survey results	Parent satisfaction rates are 80% annually, based on survey results	Parent satisfaction rates are 80% annually, based on survey results	Parent satisfaction rates are 80% annually, based on survey results	Parent satisfaction rates are 80% annually, based on survey results	Parent satisfaction rates are 80% annually, based on survey results
Decrease the number of missing assignments school wide by 10% each year over prior year	Decrease the number of missing assignments school wide by 10% each year over prior year	Decrease the number of missing assignments school wide by 10% each year over prior year	Decrease the number of missing assignments school wide by 10% each year over prior year	Decrease the number of missing assignments school wide by 10% each year over prior year	Decrease the number of missing assignments school wide by 10% each year over prior year

Outcome #4: provide a teaching staff that is highly qualified and meets ESEA requirements

Metric/Method for Measuring: all core teachers will hold a valid CA teaching credential as defined by the California Commission on Teaching Credentialing (CCTC); including appropriate EL authorization

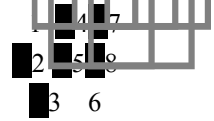
Applicable Student Groups	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	Ensure verification of proper credentials, DOJ, and TB clearance prior to start of employment for 100% of employees	Ensure verification of proper credentials DOJ, and TB clearance prior to start of employment for 100% of employees	Ensure verification of proper credentials DOJ, and TB clearance prior to start of employment for 100% of employees	Ensure verification of proper credentials DOJ, and TB clearance prior to start of employment for 100% of employees	Ensure verification of proper credentials DOJ, and TB clearance prior to start of employment for 100% of employees	Ensure verification of proper credentials DOJ, and TB clearance prior to start of employment for 100% of employees

LCFF STATE PRIORITIES

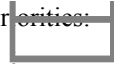
GOAL #2

Increase the number of students who show grade level proficiency on CCSS in ELA, Math, Social Studies, Science, Art, Computers, and PE

Related State Priorities:



Local Priorities:



Specific Annual Actions to Achieve Goal

- school will fully implement state adopted ELA and Math academic content and performance standards for all students, including targeted subgroups.
- school will implement academic content and performance standards for all core subjects as they are adopted by the state
- provide additional supports to students identified as not meeting grade level standards to decrease dropout
- all teachers will participate in professional development on appropriate learning environments, test preparation, strategies and materials for high stakes testing, accommodations and supporting students in the classroom to meet grade level standards

Expected Annual Measurable Outcomes

Outcome #1: increase student proficiency of grade level content based on identified benchmarks and indicators for statewide standardized tests

Metric/Method for Measuring: CAASPP/ SBAC, CELDT/ ELPAC, CST, etc.

Applicable Student Groups	Baseline	2017-2018	2018-2019	2019 -2020	2020-2021	2021-2022
All Students (Schoolwide)	100% ELA and Math CCSS implementation, all grades	100% ELA and Math CCSS implementation, all grades	100% ELA and Math CCSS implementation, all grades	100% ELA and Math CCSS implementation, all grades	100% ELA and Math CCSS implementation, all grades	100% ELA and Math CCSS implementation, all grades
English Learners	Meet annual API	Meet annual API	Meet annual API	Meet annual API Growth Target (or	Meet annual API	Meet annual API Growth

Socio Economically Disadvantaged/ Low Income Students	(or similar) growth targets as mandated by the CDE on annual statewide assessment (metrics must still be established)	Growth Target (or equivalent) based on new SBAC/ CAASPP measures	Growth Target (or equivalent) based on new SBAC/ CAASPP measures	equivalent) based on new SBAC/ CAASPP measures	Growth Target (or equivalent) based on new SBAC/ CAASPP measures	Target (or equivalent) based on new SBAC/ CAASPP measures
Foster Youth						
Students with Disabilities						
African American Students						
Latino Students						
English Learners						
	EL students will advance at least one performance level on the CELDT/ ELPAC	Achieve equivalent or higher rate of EL growth on the CELDT/ ELPAC	Achieve equivalent or higher rate of EL growth on the CELDT/ ELPAC	Achieve equivalent or higher rate of EL growth on the CELDT/ ELPAC	Achieve equivalent or higher rate of EL growth on the CELDT/ ELPAC	Achieve equivalent or higher rate of EL growth on the CELDT/ ELPAC
	EL reclassification rate will meet or exceed LAUSD's reclassification rate and ELs will meet Annual Measurable Achievement Outcomes (AMAOs)	meet or exceed LAUSD's reclassification rate and meet or exceed yearly AMAOs	meet or exceed LAUSD's reclassification rate and meet or exceed yearly AMAOs	meet or exceed LAUSD's reclassification rate and meet or exceed yearly AMAOs	meet or exceed LAUSD's reclassification rate and meet or exceed yearly AMAOs	meet or exceed LAUSD's reclassification rate and meet or exceed yearly AMAOs

Outcome #2: increase number of students meeting grade level proficiency standards by receiving a satisfactory grade, or higher, in each core class (Math, English, Social Studies, and Science)

Metric/Method for Measuring: report cards

Applicable Student Groups	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	65% of students will receive a satisfactory grade or higher in ELA, Math, Science, or Social Studies	1% increase above baseline	3% increase above baseline	5% increase above baseline	8% increase above baseline	12% increase above baseline
English Learners		2% increase above baseline for all subgroups	5% increase above baseline for all subgroups	8% increase above baseline for all subgroups	10% increase above baseline for all subgroups	15% increase above baseline for all subgroups
Socio Economically Disadvantaged/ Low Income Students						
Foster Youth						
Students with Disabilities		50% of subgroup students will receive a satisfactory grade or higher in ELA, Math, Science, or Social Studies				
African American Students						
Latino Students						

Outcome #3: Internal assessment data shows growth over time in ELA and Math proficiency

Metric/Method for Measuring: individual and grade level progress as measured by the ALEKS program; individual and grade level progress as measured by the Total Reader program

Applicable Student Groups	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	65% of students schoolwide will be at or above grade level in the ALEKS program	1% increase above baseline annually in the ALEKS program	3% increase above baseline annually in the ALEKS program	5% increase above baseline annually in the ALEKS program	8% increase above baseline annually in the ALEKS program	12% increase above baseline annually in the ALEKS program
All Students (Schoolwide)	65% of students will be at or above equivalent lexile level for each grade in the Total Reader program	1% increase above baseline annually in the Total Reader program	3% increase above baseline annually in the Total Reader program	5% increase above baseline annually in the Total Reader program	8% increase above baseline annually in the Total Reader program	12% increase above baseline annually in the Total Reader program
English Learners	50% of subgroup students will be at or above grade level in the ALEKS program	2% increase above baseline annually in the ALEKS program	5% increase above baseline annually in the ALEKS program	8% increase above baseline annually in the ALEKS program	10% increase above baseline annually in the ALEKS program	15% increase above baseline annually in the ALEKS program
Socio Economically Disadvantaged/ Low Income Students		2% increase above baseline annually in the Total Reader program	5% increase above baseline annually in the Total Reader program	8% increase above baseline annually in the Total Reader program	10% increase above baseline annually in the Total Reader program	15% increase above baseline annually in the Total Reader program
Foster Youth		2% increase above baseline annually in the Total Reader program	5% increase above baseline annually in the Total Reader program	8% increase above baseline annually in the Total Reader program	10% increase above baseline annually in the Total Reader program	15% increase above baseline annually in the Total Reader program
Students with Disabilities	50% of subgroup students will be at or above grade level in the Total Reader program	2% increase above baseline annually in the Total Reader program	5% increase above baseline annually in the Total Reader program	8% increase above baseline annually in the Total Reader program	10% increase above baseline annually in the Total Reader program	15% increase above baseline annually in the Total Reader program
African American Students		2% increase above baseline annually in the Total Reader program	5% increase above baseline annually in the Total Reader program	8% increase above baseline annually in the Total Reader program	10% increase above baseline annually in the Total Reader program	15% increase above baseline annually in the Total Reader program
Latino Students		2% increase above baseline annually in the Total Reader program	5% increase above baseline annually in the Total Reader program	8% increase above baseline annually in the Total Reader program	10% increase above baseline annually in the Total Reader program	15% increase above baseline annually in the Total Reader program

Outcome #4: Prevent dropouts by ensuring that all students have access to the curriculum, parents are engaged, and there are supports in place for students identified as “at risk”

Metric/Method for Measuring: annual dropout rate and individual student records

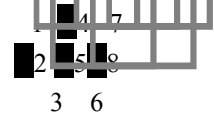
Applicable Student Groups	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide) English Learners Socio Economically Disadvantaged/ Low Income Students Foster Youth Students with Disabilities African American Students Latino Students	The dropout rate will be equal to, or less than, that of comparison schools	The dropout rate will be equal to, or less than, that of comparison schools	The dropout rate will be equal to, or less than, that of comparison schools	The dropout rate will be equal to, or less than, that of comparison schools	The dropout rate will be equal to, or less than, that of comparison schools	The dropout rate will be equal to, or less than, that of comparison schools

LCFF STATE PRIORITIES

GOAL #3

Increase the number of English Learners who reclassify as fully English proficient and strengthen grade level content mastery of English Language Arts

Related State Priorities:



Local Priorities:



Specific Annual Actions to Achieve Goal

- Decrease the number of Long Term English Learners (defined as students who have been unable to reclassify after more than 5 years of first being classified as an EL)
- Monitor progress of all LTELs to reclassify prior to graduation
- Show proficiency in English by earning final grades of satisfactory or better and earning proficient status on standardized tests.
- provide additional supports, outside of just the classroom, to students identified as not meeting grade level standards

Expected Annual Measurable Outcomes

Outcome #1: Increase reclassification rate of ELs

Metric/Method for Measuring: annual CELDT/ ELPAC results

Applicable Student Groups	Baseline	2017-2018	2018-2019	2019 -2020	2020-2021	2021-2022
English Learners	EL students will advance at least one performance level on the CELDT/ ELPAC each year	Achieve equivalent or higher rate of EL growth on the CELDT/ ELPAC over prior year	Achieve equivalent or higher rate of EL growth on the CELDT/ ELPAC over prior year	Achieve equivalent or higher rate of EL growth on the CELDT/ ELPAC over prior year	Achieve equivalent or higher rate of EL growth on the CELDT/ ELPAC over prior year	Achieve equivalent or higher rate of EL growth on the CELDT/ ELPAC over prior year

EL reclassification rate will meet or exceed LAUSD's reclassification rate and ELs will meet Annual Measurable Achievement Outcomes (AMAOs)	meet or exceed LAUSD's reclassification rate and meet or exceed yearly AMAOs	meet or exceed LAUSD's reclassification rate and meet or exceed yearly AMAOs	meet or exceed LAUSD's reclassification rate and meet or exceed yearly AMAOs	meet or exceed LAUSD's reclassification rate and meet or exceed yearly AMAOs	meet or exceed LAUSD's reclassification rate and meet or exceed yearly AMAOs	meet or exceed LAUSD's reclassification rate and meet or exceed yearly AMAOs
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Outcome #2: Increase percent of students scoring proficient or advanced in ELA within schoolwide subgroups.

Metric/Method for Measuring: CAASPP/ SBAC

Applicable Student Groups	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
English Learners	CAASPP 2015– 16 school year proficiency levels of performance for each student subgroup 0% of students met or exceeded standards	2% increase above baseline for each subgroup	5% increase above baseline for each subgroup	8% increase above baseline for each subgroup	10% increase above baseline for each subgroup	15% increase above baseline for each subgroup
Socio Economically Disadvantaged/ Low Income Students	47% of subgroup students met or exceeded standards					
Foster Youth	Baseline not established, no					
Students With Disabilities						

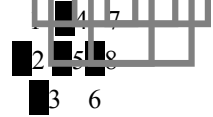
	students tested					
African American Students	16% of subgroup students met or exceeded standards					
Latino Students	33% of subgroup students met or exceeded standards					
	49% of subgroup students met or exceeded standards					

LCFF STATE PRIORITIES

GOAL #4

Decrease the number of students missing more than 10 days of school per year and maintain at least a 95% attendance rate

Related State Priorities:



Local Priorities:



Specific Annual Actions to Achieve Goal

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

Expected Annual Measurable Outcomes

Outcome #1: Decrease absenteeism

Metric/Method for Measuring: attendance rate

Applicable Student Groups	Baseline	2017-2018	2018-2019	2019 -2020	2020-2021	2021-2022
All students (schoolwide)	2015 – 2016 P3 schoolwide ADA of 96.49%	maintain Average Daily Attendance rate of 95% or higher	maintain Average Daily Attendance rate of 95% or higher	maintain Average Daily Attendance rate of 95% or higher	maintain Average Daily Attendance rate of 95% or higher	maintain Average Daily Attendance rate of 95% or higher

Outcome #2: Increase time in the classroom for hands on learning by reducing tardies and absences

Metric/Method for Measuring: individual student attendance records

Applicable Student Groups	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (schoolwide)	<p>For school year 2015 – 16, % of students missed more than 10 days of school</p> <p>For school year 2015 – 16. % of students received more than 5 tardies</p>	<p>1% decrease below baseline</p> <p>1% decrease below baseline</p>	<p>3% decrease below baseline</p> <p>3% decrease below baseline</p>	<p>5% decrease below baseline</p> <p>5% decrease below baseline</p>	<p>8% decrease below baseline</p> <p>8% decrease below baseline</p>	<p>12% decrease below baseline</p> <p>12% decrease below baseline</p>

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

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

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

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

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

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

INSTRUCTIONAL DESIGN

Ivy Bound Academy’s instructional design supports curriculum based on the California Common Core State Standards and uses Strategic Design for Student Achievement (SDSA) as a model for standards based instruction. This model draws upon the research-based Backward Design process (Wiggins and McTighe) for designing standards-based instruction. SDSA guides teachers through a four step process for:

1. analysis and prioritization of state content standards
2. differentiation of assessment methods aligned to prioritized standards
3. implementation of innovative, research-based instructional strategies that align to measurable and specific student learning outcomes, and
4. analysis of achievement outcomes to determine effectiveness.

In order to support our teachers in utilizing this approach, we train them to:

- design standards-based instruction, using the principles of backwards design
- align appropriate assessments to the standards
- implement instructional activities that are aligned to standards and reflect research-based best practices including strategies detailed in *Classroom Instruction that Works*, by Marzano, Pickering, and Pollock, and
- analyze achievement outcomes to determine effectiveness

Marzano (2003) indicates that these strategies have proven to be successful in closing the achievement gap between higher and lower socio-economically disadvantaged students as well as our target population. These strategies are also reflective of the work conducted by Ron Edmonds in determining effective schools. The four stages, as implemented at IBA, are as follows:

STAGE 1: UNPACKING AND PRIORITIZING STATE CONTENT STANDARDS

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

- Understand the three steps of the backward design process
 - identifying desired results,

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

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

STAGE 2: ALIGNING ASSESSMENTS (FORMATIVE AND SUMMATIVE) TO CONTENT STANDARDS

- Teachers will design effective assessments that are aligned to standards and provide an accurate measure of a student’s ability to engage in the level of thinking that is required by each standard. Specifically, teachers will:
 - Identify four overarching assessment methods (selected response, constructed response, performance assessment, and personal communication) from which to choose when designing standards-based assessments (both formative and summative)
 - Analyze content standards to determine the “achievement target” embedded within each standard (achievement targets are the link between standards and assessment)
 - Match an appropriate assessment method to each standard
 - Establish and articulate clear criteria for reaching proficient performance on standards

STAGE 3: DIFFERENTIATING INSTRUCTION TO MEET THE NEEDS OF ALL LEARNERS

Teachers will design innovative instructional strategies by:

- Differentiating the content, process, and products delivered to students in order to provide equal access to standards-based education for all learners (including English language learners and students with special needs)
- Writing effective standards-based lesson plans, sharing explicitly with students the "Learning Targets" for the unit

- Exploring how all learners (including ELLs and special needs students) vary in their readiness, interests and learning profiles).
- Using a repertoire of research-based instructional strategies proven to increase student achievement in a standards-based system (e.g. latest research from Marzano, Pickering, Pollock, Schmoker, Tomlinson)

All coursework will involve a rich repertoire of instructional strategies, curriculum, and materials. Many of the sample instructional strategies listed below incorporate one or more of the nine research-based strategies proven to have a positive effect on student learning as described in Classroom Instruction that Works (Marzano, Pickering, Pollock, 2001). Sample instructional strategies will include:

- project based learning and other ways of experiencing real-world problems
- collaborative investigations and demonstrations
- mini-lessons that address specific skills within the context of larger projects
- giving guidance and adequate time to self-reflect and self-assess
- democratic classrooms and school structure
- authentic assessments
- direct instruction
- research based projects
- cooperative group work and projects
- inter-disciplinary approaches to curriculum
- the presentation of clearly defined “Learning Targets” for all students by all teachers
- rubric self-assessment
- the involvement of community members and educational partners in instructional presentation
- mentoring program
- peer study groups

STAGE 4: ANALYSIS OF ACHIEVEMENT OUTCOMES TO DETERMINE EFFECTIVENESS

Teachers will analyze achievement outcomes by:

- Using professional learning communities to collaborate on lesson planning and delivery
- Examining student work
- Analyzing achievement data from in-house and state-mandated tests.

As a result of implementing and using this process, educational objectives become the criteria by which materials are selected, content is outlined, instructional procedures are

developed, and tests and examinations are prepared. Teachers use the process on a continual basis to evaluate the effectiveness of materials and instructional strategies used in their classrooms. Thus, the process serves as the vehicle for ongoing conversations among and between grade levels and departments at IBA. Specifically, all teachers are charged with the responsibility of meeting weekly, as a staff, to engage in lesson study and the examination of student work in order to critically examine lessons to determine their effectiveness.

The Strategic Design process enables teachers to design and deliver comprehensive, standards-based lessons, in which multiple standards from across the content areas are effectively addressed and assessed. A weekly sample lesson plan for 5th grade Science is illustrated below:

Agenda	8/15	Day 2	Day 3	Day 4	Day 5
Standard	5-PS1-1. Develop a model to describe that matter is made of particles too small to be seen.	5-PS1-1. Develop a model to describe that matter is made of particles too small to be seen.	5-PS1-1. Develop a model to describe that matter is made of particles too small to be seen.	5-PS1-1. Develop a model to describe that matter is made of particles too small to be seen.	5-PS1-1. Develop a model to describe that matter is made of particles too small to be seen.
Objective	Students will learn what matter is and be able to point out real live examples.	Students will know how mass varies between all types of matter	Students will master their knowledge on how we can measure and compare different objects of matter	Students will take what they know about mass, volume, and density and relate it to buoyancy.	Students will be able to perform the math that relates to volume, density, and mass.
Anticipatory Set	Intro video to engage students in what we will be talking about	Page 6 of student handbook. Gets them thinking about different variables of matter (mass)	Look at pictures from yesterday's lab.	Watch matter video	How does mass, volume, and density relate?

Teacher Presentation	1.1 Smartboard presentation -what is matter -matter properties -volume, mass, buoyancy	1.1 Inquiry labs where teacher models what needs to be done and then students perform in individual stations	1.1 Teacher will facilitate as students finish lab from yesterday. Once they are finished she will then assess their skills by asking them about different classroom objects slides 4-7	1.1 Teacher will review what they have talked about so far and then perform a demo on buoyancy. Slides 9-16	1.1 Model on how students can solve for one of the measurements of they have 2 of them.
Guided Practice	Students will be actively taking notes and taking polls as the notes progress Constant check for understanding and pair sharing.	Students will be weighing and finding the mass and volume with a beaker	Students will work collaboratively on finishing lab. Then help teacher as a class to measure other objects in class.	Students will take notes and work collaboratively answering questions	Students will take notes and work collaboratively answering questions
Homework	SH page 4	Finish filling out page 6 and 7	Review vocab	Review vocab	Worksheet

As evidenced through the sample above, our staff use a variety of instructional strategies, curriculum, and materials to gauge learning and understanding. Additional sample instructional strategies include:

1. Standards-based instruction utilizing ‘Backward Design’ process
 - i. The presentation of clearly defined “Learning Targets” for all students by all teachers
2. Technology-based interactive instruction and visual learning experiences
3. Data driven instruction
4. Project-based learning:
 - i. Cooperative group work and projects
 - ii. Inter-disciplinary approaches to curriculum

iii. Rubric self-assessment

We utilize technology-based interactive instruction and visual learning experiences to support achievement in all core subjects and to ensure students become literate in the technologies of the 21st century. Instructional delivery, aided by SMART Boards and Promethean Activ Wall technology, provide students with visual and kinesthetic learning experiences that allow them to participate in their learning, not just be passive receptacles of knowledge.

Technology is fully integrated into academic coursework in all classes. All students apply technological solutions (e.g. multi-media presentations, spreadsheet applications, web-design, project management tools, etc.) to academic and real-world situations. Among other applications, they use technology to complete course work, and research academic projects, and examine career aspirations. For example, students in a eighth grade history course use the internet to research a historical court decision, use Microsoft Office to write a report, and design and conduct multi-media presentations to demonstrate for their class.

Student and teachers at IBA use all forms of educational software programs including integrating learning systems, computer-assisted instruction, and computer-based instruction. Among the highlights of these programs are:

- SMART Interactive Whiteboards (all courses)
- Promethean Activ Wall
- ALEKS (Math Lab)
- GRADECAM
- CHROME BOOKS
- QUIA, Quizlet, Total Reader, Ticket to Read, Khan Academy, and Brain Pop

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

ActivWalls allow teachers and students to connect wirelessly to view and share lesson resources with the entire classroom using Chromebooks. The system also allows teachers to poll the classroom for responses using the Chromebooks to measure student understanding and gather feedback. The teacher is able to control what is shown to the students on the board as well as what they can see on their own screens. This saves times and allows teachers to create lessons before hand and then write the work directly on the slide as they review it in class. This also limits downtime, and aids classroom

management, as learning can begin as soon as the class period starts and there is no downtime while the teacher prepares the lesson. In addition, the system provides teachers with the flexibility to walk around the classroom wirelessly and still control the ActivWall. This enables the teacher to check in with students while still engaging the entire class

What is on the Board

Ch 1 Les 1
States of Matter
5-PS1-3. Make observations and measurements to identify materials based on their properties.

Mass:
a measure of the amount of matter in an object

Volume:
a measure on how much space an object takes up

What the kids laptops have



Three friends were talking about matter. They each had different ideas about the kinds of things that are matter. This is what they said:

Abe: I think something needs to be solid to be matter.

Kayla: I think matter can be a solid or a liquid.

Curtis: I think matter can be a solid, liquid, or gas.

Lori: I think matter can be a solid, liquid, or gas but it doesn't include living things.

Who do you agree with the most? _____

Explain why you agree.

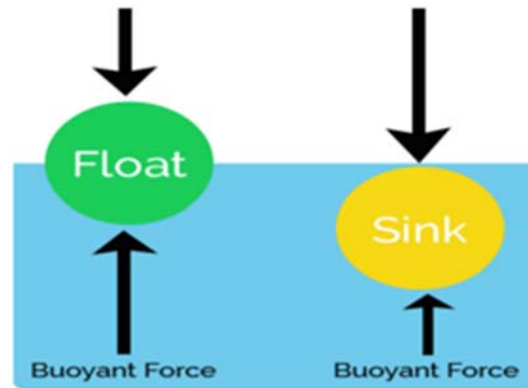
Compare mass to weight. The more matter=the more stuff inside=heavier =higher mass

Empty cereal box vs a hamster



Buoyancy:

the upward push of the liquid or the gas on an object when it is placed in it



Teachers can ask students a question and get results instantly to assist them in driving instruction and gauging individual and classwide understanding of the concept being taught. Here is an example:

What is an example of matter?

- a) chinese food
- b) hawaiian flower
- c) dolphins
- d) all of the above

The system instantly displays student responses in a confidential manner that allows for further discussion or review.

Name	Response	Time
Student 1	D	85.0 s
Student 2	D	84.5 s
Student 3	D	78.6 s
Student 4	D	48.4 s
Student 5	D	43.1 s
Student 6	D	23.6 s
Student 7	D	22.0 s
Student 8	D	21.7 s
Student 9	D	16.3 s
Student 10	D	13.1 s
Student 11	D	9.0 s

It also provides a graph to easily and quickly highlight classwide understanding.

Teachers are then able to post these slides, with the classroom notes included, to the Google website for absent students to access the day's lesson or for students to refer back to when doing their homework.

Chromebooks, the addition of 5 Chrome carts has allowed every classroom to become digital. Each Chrome cart is equipped with 30 Chromebooks providing a computer for each child in the class. This resource has allowed us to bring web based textbooks and instruction into the classroom. Each teacher has a website using the Google Classroom platform which allows students to submit work, find assignments, and even peer edit. It has also allowed teachers to bring web based learning into the classroom using Total Reader, Quia, Quizlet, Khan Academy and Brain Pop. Each of these platforms allow students to engage in another level of kinesthetic learning to increase retention and understanding.

Students at IBA also benefit from a period of technology driven mathematics - ALEKS - in addition to their regular math class. In this class, students benefit from interactive multimedia math lessons that will remediate or enhance the knowledge and skills they learn each day. These interactive lessons have been created to walk students through every mathematical concept included in the content standards by explaining concepts, vocabulary, and sample problems. Teachers and students are able to access any of these multimedia presentations at any time, including at home.

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

1. Student engagement
 - Educators can use digital resources while maintaining dynamic interaction with the entire class

- Interactive whiteboards allow computer-based learning without isolating students in front of individual computer screens
 - Their large, visible workspace encourages a higher level of student interaction in both teacher-directed and group-based exchanges
2. Learner motivation
 - Intrinsically motivated learners enjoy demonstrating their knowledge on the interactive whiteboard as a means of showcasing individual achievement
 - Extrinsically motivated learners are enticed by the “wow factor” and are motivated by the enjoyment of using the technology
 - Interactive whiteboards are dynamic and compete successfully with student’s favorite consumer technologies (e.g., games, cell phones, MP3 players), helping keep students focused and on task
 3. Knowledge retention
 - Interactive whiteboards help make lessons memorable because students are more engaged and motivated in class
 - Different learning styles are accommodated by the technology, improving the chances of retention by all students
 - Notes taken on the interactive whiteboard can be printed, e-mailed or saved, ensuring the entire class has access to accurate review material
 4. Learning styles and special needs
 - Visual learners benefit from note-taking, diagramming and manipulating objects or symbols on the large screen
 - Kinesthetic and tactile learners can reinforce learning through exercises involving touch, movement and space on the interactive whiteboard
 - Deaf and hearing-impaired students gain from the ability to both see visuals on the screen and the simultaneous use of sign language
 - Visually impaired students with some vision ability can manipulate objects and text and participate in ways not possible on a small computer screen
 - Special needs students with physical challenges or behavioral issues benefit from the interactive whiteboard. The large screen and touch-sensitive surface facilitate ICT learning beyond standard keyboard-and-mouse applications, and it can also be used to promote good behavior.
 5. Benefits to educators

- Interactive whiteboards are easy for beginners to walk up and use, shortening lesson integration time
- The technology motivates educators to incorporate and develop more digital and interactive resources into their lessons
- Notes and materials can be saved for review and used next class or next year (SMART Technologies, 2004)

Access to computers is also offered before and after school for intervention in the Morning Assistance and Afterschool programs. Research on technological equity suggests that consistent access to technology after school is an essential component of closing the digital divide (Warschauer, *UCACCORD Public Policy Series*, 2004).

This breadth of technology integration is not readily available in surrounding schools. Research shows that when used properly, computers serve as an important tool in improving student achievement.

(<http://www.sbceo.k12.ca.us/~ims/techcen/EETT/ImpactofET.pdf>)

IBA capitalizes on the use of technology to implement data driven instruction fueled by ongoing reflection by all stakeholders (faculty, administration, students and parents) on student achievement information. The pervasive use of PowerSchool - a Student Information System readily accessible by students, parents and faculty - coupled with GradeCam ensures an abundance of recent student assessment (both formative and summative) data is always available. The ease at which GradeCam uploads student mini-quiz (non graded and graded alike) data into PowerSchool and our ongoing professional development focus on data driven instruction allow teachers to identify learning gaps and adjust their pedagogy and resources accordingly.

Countless research studies nationwide attest to the efficacy of data driven instruction, when data is triangulated, recent and regular.¹ IBA's infrastructure of almost daily updates of student achievement data result in our school being able to implement the most effective form of data driven instruction. Through the use of technology, IBA has student portfolios on PowerSchool that include standardized tests, teacher-created assessments, and teacher comments. Through the use of Google Classroom, Total Reader and Writer's Key, teachers also are able to enhance individual student data with

¹ National Center for Accountability (2002). *The Broad Prize for Urban Education: Showcasing Success, Rewarding Achievement*. Austin, TX: Author. Retrieved May 31, 2006; National Study of School Evaluation (2004). *Technical Guide to school and district factors impacting student learning*. Schaumburg, IL: Author.

historical work samples over time that show growth and progress, rubrics evaluating projects and presentations, textbook assessments, and feedback from peers and teachers.

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

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

Data-driven conversations are principal-led, and include departmental and grade-level leaders, who will assist teachers in designing common formative assessments, run data reports, and analyze data to inform instruction. Departments and grade levels are already provided with common planning time in order to examine data at least monthly. The principal will continue to supervise the use of data by teachers through meetings with department leads, collection of data, and by monitoring actual student progress through weekly examination of the data. In particular, the principal will monitor the progress of all subgroups, particularly English Language Learners, socio economically disadvantaged and special education students. Patterns of academic achievement or behavior that may indicate declining progress or inequitable outcomes among different sub groups will be identified. Any problematic data trends will be directly addressed through meetings with individual teachers and departments, and through the examination of policies that may be contributing to declining achievement or inequities. At all times, teachers are expected to be able to articulate data patterns in their classrooms and describe what they are doing to raise the achievement of all students, and close any gaps that may exist.

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

staff and individual faculty members' needs for training and support that is specifically focused on the identified students' needs.

IBA believes students learn best when they are actively involved in the learning process. Project-based learning has demonstrated positive results in countless research studies for engaging students and developing both academic and social skills necessary for success in school and life beyond school. In this framework, students are involved in planning, problem-solving, decision-making, and investigation; they work relatively autonomously as well as cooperatively over extended periods of time; they reflect on their work, self-assess against rubrics, receive feedback and incorporate the feedback; they are guided by teachers' facilitation, not direction, to develop skills; their final product represents the skills and knowledge they gained, which fulfill explicit educational goals (Jones, Rasmussen, & Moffitt, 1997; Thomas, Mergendoller, & Michaelson, 1999; Moursund, 1999; Diehl, Grobe, Lopez, & Cabral, 1999). The effectiveness of this approach has "led to recommendations for shifting the major portion of instruction in schools from teacher-directed, teacher-assigned 'schoolwork' with its emphasis on comprehension, to student-initiated, goal-driven, independent, 'intentional learning' models with an emphasis on knowledge building (Bereiter & Scardamalia, 1987; Scardamalia & Bereiter, 1991; quoting Thomas, 2000).

For ELL and economically disadvantaged students, project-based learning takes on additional importance. The collaborative activities inherent to it provide ELLs with systematic opportunities to improve their English proficiency in the context of authentic peer communication. Group interactions with the focus on the task rather than the language provides a nonthreatening opportunity for the second language learner to listen to other children's discourse and, once confident, to contribute to the conversation (Amaral et al., 2002; Echevarria et al., 2004). Research also indicates that the use of projects for the education of children living in poverty (1) increases their motivation for learning academic skills and the opportunity to meaningfully practice these skills, (2) helps children see themselves "as learners and problem solvers" and develops their self-esteem, (3) strengthens positive relationships between teachers and families, and (4) helps families become aware of resources available in their communities (Helm and Lang, 2003).

In accordance with our educational philosophy, all four of these methodologies are supported by current brain-based research (Caine & Caine, 1998; Kotulak, 1996; Kuhl, 1994). Furthermore, they are relevant to our target population in that we have a diversity of students. Therefore, IBA must provide teaching methodologies that will reach all students on the achievement continuum.

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

backward design curricular approaches. Technology is proven to be a motivating factor and increases achievement of all students regardless of ethnicity or prior achievement. *The Journal of Research on Technology in Education* has stated that there is a positive correlation between technology integration and an increase in math scores, school self-esteem, and general self-esteem for student of low socioeconomic status across ethnic lines (Page, 2002). In order to make the implementation of a technology integrated curriculum successful for all students, the computer labs are open and available to students during the 3:45-5:00 Homework/tutoring period at the end of each day, as well as in the hour prior to school opening. In this way, students who do not have access to computers at home are able to complete assignments using the school's technology equipment.

CURRICULUM AND INSTRUCTION

In designing the curriculum, IBA educators utilize the ‘backward design’ approach. The ends will be the learning goals enumerated in the Common Core and California state standards as well as school-designed outcomes derived from our definition of an educated person. Teachers are given time and training to create courses utilizing the SDSA ‘backward design’ approach throughout the year and in depth over the summer.

With the transition to Common Core and its emphasis on technology enhanced learning, IBA has committed to making even more technology available to our students and teachers. Along with the Computer classroom, IBA has provided a bank of 30 Chrome carts to each classroom for daily student use. In addition, IBA has partnered with McGraw Hill and Holt to bring common core and state standard aligned digital textbooks into our core classes at all grade levels. In addition, all teachers use a variety of web based and printed supplemental materials to engage students.

IBA currently uses the following:

Subject	Publisher Digital Textbooks Year	Supplemental Materials (web based)				Supplemental Materials (printed)
ELA		Total Reader	Writer's Key	Ticket to Read		Novels
ELA		Total Reader	Writer's Key	Ticket to Read		Novels
ELA		Total Reader	Writer's Key	Ticket to Read		Novels
ELA		Total Reader	Writer's Key	Ticket to Read		Novels
Math	McGraw-Hill Glencoe My Math, California Student Edition 2015	ALEKS	additional tutorials, videos, games, worksheets and other resources provided by McGraw-Hill			
Math	McGraw-Hill Glencoe Math, Course 1, California eStudent Edition 2015	ALEKS	additional tutorials, videos, games, worksheets and other resources provided by McGraw-Hill			
Math	McGraw-Hill Glencoe Math Accelerated, California eStudent Edition 2016	ALEKS	additional tutorials, videos, games, worksheets and other resources provided by McGraw-Hill			

Math	McGraw-Hill Glencoe Algebra 1, California eStudent Edition 2017	ALEKS	additional tutorials, videos, games, worksheets and other resources provided by McGraw-Hill			
Social Studies	Houghton Mifflin Harcourt	United States History: Beginnings to 1877 Online Premium Interactive Student Edition 2012				
Social Studies	Houghton Mifflin Harcourt	World History: Patterns of Interaction Full Survey Online Premium 2012				
Social Studies	Houghton Mifflin Harcourt	World History: Patterns of Interaction Full Survey Online Premium 2012				
Social Studies	Houghton Mifflin Harcourt	The Americans Premium Interactive Online Edition 2012				
Science	McGraw-Hill Inspire Science Grade 5	additional tutorials, videos, games, worksheets and other resources provided by McGraw-Hill				
Science	McGraw-Hill Earth & Space iScience, eStudent Edition 2017	additional tutorials, videos, games, worksheets and other resources provided by McGraw-Hill TedX Talks, Crash Course, SciShow & BrainPop				
Science	McGraw-Hill Life iScience, eStudent Edition 2017	additional tutorials, videos, games, worksheets and other resources provided by McGraw-Hill TedX Talks, Crash Course, SciShow & BrainPop				
Science	McGraw-Hill Physical iScience, eStudent Edition 2017	additional tutorials, videos, games, worksheets and other resources provided by McGraw-Hill TedX Talks, Crash Course, SciShow & BrainPop				
Computers		Microsoft Office	Tinker CAD		Typing.com/ Nitro Type/ Typing Club	
Computers		Microsoft Office	Tinker CAD		Typing.com/ Nitro Type/ Typing Club	
Computers		Microsoft Office	Tinker CAD		Typing.com/ Nitro Type/ Typing Club	Khan Academy
Computers		Microsoft Office	Tinker CAD	Vex Robotics	Typing.com/ Nitro Type/ Typing Club	Khan Academy

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

- Student-centered, active learning strategies,
- Project-based learning
- Cognitive science research that proves the curriculum and its recommended pedagogical methods develop conceptual and in-depth understanding
- Technology-enhanced learning activities

LANGUAGE ARTS

The English Language Arts curriculum for all grade levels at Ivy Bound Academy is aligned to the Common Core State Standards and aims to cultivate literacy through a cohesive, comprehensive, and progressive learning sequence. The new California ELA – ELD Frameworks are used by our faculty to design standards based lessons in ELA and even across subjects. The curriculum balances oral and written language and encompasses all ELA foundations including reading, writing, speaking, and listening. Students at IBA learn to read critically, analyze text thoughtfully, write clearly and purposefully, as well as use academically relevant listening and speaking skills in a wide variety of contexts.

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

1. demonstrate independence
2. build strong content knowledge

3. respond to the varying demands of audience, task, purpose, and discipline
4. comprehend as well as critique
5. value evidence
6. use technology and digital media strategically and capably
7. come to understand other perspectives and cultures

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

ENGLISH LANGUAGE DEVELOPMENT (ELD)

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

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

- **Total Physical Response (TPR).** Developed by James J. Asher in the 1960s, TPR is a language-learning tool based on the relationship between language and its physical representation or execution. TPR emphasizes the use of physical activity to increase meaningful learning opportunities and language retention. A TPR lesson involves a detailed series of consecutive actions accompanied by a series of commands or instructions given by the teacher. Students respond by listening and performing the appropriate actions (Asher, 2000a). Asher emphasizes that TPR can be the major focus of a language program or an extremely effective supplement.
- **Cooperative Learning.** Robert E. Slavin (1995) has shown cooperative learning can be effective for students at all academic levels and learning styles. Other research indicates that cooperative learning can be an "effective vehicle for learning content and learning in a second language" (Calderon, 2001; Cohen, Lotan, Scarloss, & Arellano, 1999; McGroarty, 1989, as cited in Calderon, 2001, p. 280). Cooperative learning involves student participation in small-group learning activities that promote positive interactions. As Cochran (1989) notes, "Cooperative learning makes sense for teachers who have Limited English Proficient pupils in their classes because all students are given frequent

opportunities to speak and because a spirit of cooperation and friendship is fostered among classmates." Through a shared learning activity, students benefit from observing learning strategies used by their peers. ELL students can benefit from face-to-face verbal interactions, which promote communication that is natural and meaningful (Johnson, Johnson & Holubec, 1994; Kagan, 1994). Calderon suggests that "cooperative learning is effective when students have an interesting well-structured task such as a set of discussion questions around a story they just read, producing a cognitive map of the story, or inventing a puppet show to highlight character traits" (2001, p. 280).

- **Language Experience Approach** (also known as Dictated Stories). This approach uses students' words to create a text that becomes material for a reading lesson (Carrasquillo & Rodriguez, 2002). Students describe orally a personal experience to a teacher or peer. The teacher or another student writes down the story, using the student's words verbatim. The teacher/student then reads the story back as it was written, while the student follows along. Then the student reads the story aloud or silently. Other follow-up activities can be done with this approach. In this way, students learn how their language is encoded as they watch it written down, building sight word knowledge and fluency as they use their own familiar language. This approach allows students to bring their personal experiences into the classroom—especially important for culturally diverse students (Peterson, Caverly, Nicholson, O'Neal, & Cusenbary, 2000).
- **Dialogue Journals** (Also known as Interactive Journals). This approach is a way for teachers to engage students in writing. Students write in a journal, and the teacher writes back regularly, responding to questions, asking questions, making comments, or introducing new topics. Here the teacher does not evaluate what is written, but models correct language and provides a nonthreatening opportunity for ELL students to communicate in writing with someone proficient in English, and to receive some feedback (Peyton, 2000; Reid, 1997). Reid's literature review and her action research project show dialogue journaling with a teacher to be beneficial in improving spelling and fluency.
- **Academic Language Scaffolding**. The term "scaffolding" is used to describe the step-by-step process of building students' ability to complete tasks on their own (Gibbons, 2002). Academic language scaffolding draws on Cummins's research into Cognitive Academic Language Proficiency (Chamot & O'Malley, 1994; Cummins, 1981). Scaffolding actually consists of several linked strategies, including modeling academic language; contextualizing academic language using visuals, gestures, and demonstrations; and using hands-on learning activities that involve academic language. These strategies are a central part of sheltered instruction methods, but can be used in any classroom context. (*See Gibbons [2002] for specific scaffolding strategies.*)

- **Native Language Support.** Whenever possible, ELL students should be provided with academic support in their native language (Thomas & Collier, 2002). Even in English-only classrooms, and even when an instructor is not fluent in a student's language, this can still be done in a number of ways. According to Lucas and Katz (1994), a student's native language serves several important functions: it gives students "access to academic content, to classroom activities, and to their own knowledge and experience" (paragraph 5). In addition, they found that it also "gave teachers a way to show their respect and value for students' languages and cultures; acted as a medium for social interaction and establishment of rapport; fostered family involvement, and fostered students' development of, knowledge of, and pride in their native languages and cultures" (paragraph 24).

MATHEMATICS

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

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

taught. This is further reinforced with the Math Lab class, to ensure success in higher level Math classes in high school and college.

- To further support math fluency, students participate in daily drills using online programs and/ or other supplemental materials designed to give students additional practice and opportunities to strengthen their depth of knowledge on recently learned concepts.

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

SOCIAL STUDIES

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

SCIENCE

All of IBA's science classes are considered core, college preparatory courses, and are aligned to the Next Generation Science Standards (NGSS). The Science curriculum develops student exploration of

recurring concepts and connections made within the subjects of Life Science, Earth Science, and Physical Science. The curriculum uses the scientific process of inquiry and emphasizes the process of formulating and answering questions about the physical world around them and encourages students to explore appreciate the natural world they live in. Students develop the skills of hypothesis forming, identification, classification, experimentation, evaluation, documentation, and presentation. They create and lead meaningful scientific experiments that allow them to make real life connections and applications. Students engage in scientific learning as they hone the skills of observation,

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

PHYSICAL EDUCATION AND HEALTH

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

VISUAL ARTS

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

TECHNOLOGY

All students are enrolled in two daily technology courses that are non- core and non-college preparatory, Computers and Math Lab. The goals of the Computers course is to provide students with skills related to using technology as a tool and with habits of mind and behavioral norms for ethically and appropriately using technology. This begins with basic keyboarding skills development in 5th grade and builds to coding and building a robot in 8th grade. An additional goal is to prepare students for the work place and higher

level learning by giving them access to the Microsoft Office suite- using Word, Excel, Power Point, and Publisher to create cross curricular projects, book reports, and videos.

Math Lab is a supplemental Math class that uses an individualized web-based math program, Assessment and Learning in Knowledge Spaces (ALEKS). Here, students proceed at their own pace and are given mini-assessments to ensure they are progressing. Since all student activities and assessments are recorded by ALEKS, the Math Lab teacher can easily identify where students struggle. The Math Lab program is designed to strengthen math mastery and close any gaps in learning. Therefore, students are all placed one grade level below their current grade level. Students that are not progressing can be dropped to a lower grade level to review earlier concepts. While advanced students can move ahead to higher grade levels and concepts like Algebra, Geometry, and Pre-Calculus. By working in collaboration with the core Math teachers, the ALEKS teacher can also create individualized, small group or full-class lessons using the ALEKS program to review particular aspects of the core math program.

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

INTERVENTION

Services for academically low-achieving students begin with an assessment of academic deficiencies. Low achieving students are defined as students who are either (a) performing 2 or more grades below their assigned grade-level, and/or (b) students who scored below grade level on annual CAASPP exams. A key component of addressing the needs of at-risk students (students not proficient in English Language Arts or Mathematics grade level standards) at IBA is early intervention - with the goal of closing the achievement gaps before they become too large (DuFour, 2002; Haycock, 2001). Instructional activities vary to accommodate different learning styles and draw out students' various strengths. Students' simply needing additional assistance in particular subjects or skill areas may get additional help from peers, staff, and volunteer tutors. When additional interventions are needed, the staff is proactive in coordinating support services.

To address the problem of potential at-risk students early, and to prevent students performing at or above grade level from falling behind, IBA holds extended day homework assistance from 3:45 to 5:00 p.m. Monday-Thursday for all students and a morning homework assistance program for the 45 minutes prior to school opening for students receiving less than satisfactory grades in the core classes.

IBA also uses the following strategies to improve the achievement of underperforming students.

- **Small Group Tutoring (cooperative learning):** Underperforming students are placed in small (4-8 students) groups headed by a teacher, T/A or a volunteer tutor. This tested and very successful approach is one that we used previously at Ivy Bound Educational Center and one that is usually seen offered by most supplemental education providers like Sylvan, Huntington and Kumon Learning Centers. The students in these small groups may have like or mixed abilities depending on the task at hand; however, they all work on the same area of deficiency. This cooperative learning strategy allows us to help the majority of our low performing students, or those that are falling behind, with the support needed to overcome academic obstacles.

We have found that most students who are doing poorly in school have a lack of academic discipline. This cooperative learning strategy also helps students build academic discipline. By providing students with an environment suitable for learning and the necessary support in these small groups, we are able to offer our students the opportunity to take chances knowing that if they make mistakes, there is someone to help them. It has been our experience that when students run into difficulty with their assignment, they tend to stop. By having a mentor or strong peer available to them in these small groups, they can ask questions, and continue with their work.

Families are also brought in to create a plan that supports their child's academic success at home as well as in school. Carving out time to complete homework, using Power School to check on upcoming or missing assignments, finding a dedicated study area free from distractions, providing homework checks- these are all ways that families can support and encourage their student in gaining academic discipline.

- **Peer Tutoring** is another strategy that is used by IBA to help our low performing students. This method helps both students (tutor-tutee) in one way or another. It helps the low performing student interact and learn from a peer, and it helps the student offering the support an opportunity to deepen his or her understanding of the subject matter already learned.

This peer tutoring strategy can be used as a Class Wide Peer Tutoring (CWPT), Peer Assisted Learning Strategies (PALS), or Reciprocal Peer Tutoring (RPT).

An example of a Class Wide Peer Tutoring (a product of the Juniper Gardens Children's Project at the University of Kansas—Greenwood et al., 1987) is when the students in a class are paired randomly. Each student in the pair serves as a tutor for 10 minutes, and switches roles and becomes the tutee for the next 10 minutes. An additional 10 minutes is given for peer discussion. In CWPT, students work with basic skill acquisition (spelling, vocabulary, and basic math skills). After the 30 minute session, the students take a quiz and the scores are recorded. Pairs are regrouped every few weeks, and students retain their quiz scores. In this approach, the students are competing with other groups for points and that corresponds to academic growth. This strategy encourages students to be actively engaged.

An example of a Peer Assisted Learning Strategies (researched, developed and implemented at Peabody College of Vanderbilt University—Fuchs, Fuchs, Phillips, Hamlet, & Karns, 1995) is one where after a chapter test, the teacher splits the class in two by pairing a high performer with a low performer student based on test results. The tutoring sessions themselves are quite similar to the CWPT intervention discussed above. The difference is that the PALS students are in competition only with themselves. They use the test content to set goals, and a possible retest of the content (after the session) to gauge their teams progress. Using PALS gives the low performing tutee another opportunity to better understand the lesson before embarking on new material. It also gives the tutor an incentive to study hard for following exams so that they can earn extra credit for helping their peers in need of support. As an incentive to the tutee, the teacher may choose to retest the low performers and give them an average of the two grades. This will give the low performing student the incentive to learn so that they could possibly raise their grade.

With Reciprocal Peer Tutoring (developed by researchers at the University of Pennsylvania—see Fantuzzo, King, & Heller, 1992), the teacher retains the instructional responsibility, and the peer tutor acts as a source of support for their partner(s). An example of this would be dividing the class into small groups, and assigning one low performing student to each group. The teacher has the responsibility to teach the content of the lesson; however, after the initial instruction of the content is completed, the teacher then allows the small groups to work together and discuss what was learned. With this approach, everyone including the low performing student will get extended instruction until the

subject matter is understood. The group is responsible for making sure that everyone in their group understands the lesson before they move forward.

- **Computer Assisted Instruction (CAI):** As a technology-based middle school, we rely heavily on using this strategy to help our low performing students increase subject competence. We used CAI as a means of helping our students for skill practice, and are familiar with the results. This approach is one that students are comfortable and receptive to. Students already enjoy playing games on computers. Teachers use Brain Pop, Quizlet, and QUIA to create standards based review lessons that students can complete online and re-take as needed.
- **Cooperative/Flexible Group Learning:** Particularly important at IBA is the emphasis on cooperative learning in flexible groups. By working closely with students at all ability levels, all students gain new knowledge, learn new strategies for solving problems, and develop new perspectives on the value of learning. Flexible grouping helps all students to realize that everyone has unique skills and abilities to bring to the task and increases their positive attitudes towards school, learning and success.

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 the requirements of Education Code sections 60851.5 and 60851.6.

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.

ACADEMIC CALENDAR AND SCHEDULE

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.

PROPOSED 2017 -2018 ACADEMIC CALENDAR

First day of instruction	August 14, 2017
Minimum Days- Dismissal at 1pm	August 18 and 25, 2017
SCHOOL CLOSED- Labor Day Holiday	September 1 and 4, 2017
Minimum Days- Dismissal at 1pm	September 8, 15 and 29, 2017
SCHOOL CLOSED - Pupil Free Days	September 21 and 22, 2017
Minimum Days- Dismissal at 1pm	October 6, 13, 20, and 27, 2017
Minimum Days- Dismissal at 1pm	November 3 and 17, 2017
SCHOOL CLOSED- Veteran's Day Holiday	November 10, 2017
SCHOOL CLOSED- Thanksgiving Break	November 20 - 24, 2017
Minimum Days- Dismissal at 1pm	December 1, 8, and 15, 2017
SCHOOL CLOSED- Winter Break	December 18, 2017 - January 5, 2018
Minimum Days- Dismissal at 1pm	January 12, 19, and 26, 2018

SCHOOL CLOSED- Martin Luther King, Jr. Day	January 15, 2018
Minimum Days- Dismissal at 1pm	February 2, 9, 16 and 23, 2018
SCHOOL CLOSED- President's Day	February 19, 2018
Minimum Days- Dismissal at 1pm	March, 2, 9, 16 and 23, 2018
SCHOOL CLOSED- Spring Break	March 26 - 30, 2018
SCHOOL CLOSED- Cesar Chavez Day	April 2, 2018
Minimum Days- Dismissal at 1pm	April 6, 13, 20, and 27, 2018
Minimum Days- Dismissal at 1pm	May 4, 11, 18, and 25, 2018
SCHOOL CLOSED- Memorial Day Holiday	May 28, 2018
Last Day of Instruction	June 7, 2018

2017/18 School Calendar

August 2017						
Su	Mo	Tu	We	Th	Fr	Sa
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27	28	29	30	31		
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September 2017						
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October 2017						
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						22

November 2017						
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						16

December 2017						
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31						11

January 2018						
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						17

February 2018						
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						19

March 2018						
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April 2018						
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						20

May 2018						
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27	28	29	30	31		
						22

June 2018						
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24	25	26	27	28	29	30
						5

Federal holidays 2017/18

Sep 4, 2017	Labor Day	Nov 11, 2017	Veterans Day	Jan 1, 2018	New Year's Day	May 28, 2018	Memorial Day
Oct 9, 2017	Columbus Day	Nov 23, 2017	Thanksgiving Day	Jan 15, 2018	Martin Luther King Day	Jul 4, 2018	Independence Day
Nov 10, 2017	Veterans Day (obs.)	Dec 25, 2017	Christmas Day	Feb 19, 2018	Presidents' Day		

DAILY SCHEDULE

All students at Ivy Bound Academy attend school from 8:00am until 3:30pm on regular days and from 8:00am until 1:00pm on minimum days (Fridays).

Ivy Bound Academy 2017 – 18 Daily Schedule (M – Th)

Period	Class Length	Time	5A	5B	6A	6B	7A	7B	8A	8B
Homework Assistance	45 min	7:00 - 7:45	Morning Assistance							
1st	45 min	8:00-8:45	History Tessier	Science Roberson	ALEKS Gutierrez	PE Huntsinger	English M. Paris	Computer Kemerer	Math B. Lopez	Art Schanberg
2nd	45 min	8:48-9:33	Science Roberson	History Tessier	PE Huntsinger	ALEKS Gutierrez	Computer Kemerer	English M. Paris	Art Schanberg	Math B. Lopez
Homeroom	15 min	9:36-9:51	English M. Paris	Art Roberson	Science Lopez	Computer Kemerer	ALEKS Gasparyan	Math B. Lopez	History Kottenbach	PE Huntsinger
Snack	15 min	9:52-10:07	Snack for all students							
3rd	45 min	10:10-10:55	English M. Paris	Art Roberson	Science Lopez	Computer Kemerer	ALEKS Gasparyan	Math B. Lopez	History Kottenbach	PE Huntsinger
4th	45 min	10:58-11:43	Art Roberson	English M. Paris	Computer Kemerer	Science Lopez	Math B. Lopez	ALEKS Gasparyan	PE Huntsinger	History Kottenbach
5th	45 min	11:46-12:31	Computer Gutierrez	PE Roberson	Art Schanberg	Math Gasparyan	History Kottenbach	Science Lopez	English A. Gaunt	ALEKS B. Lopez
LUNCH	35 min	12:31-1:06	Lunch for all students							
6th	45 min	1:10-1:55	PE Roberson	Computer Gutierrez	Math Gasparyan	Art Schanberg	Science Lopez	History Kottenbach	Math Lab B. Lopez	English A. Gaunt
7th	45 min	1:58-2:43	ALEKS Gutierrez	Math Gasparyan	English M. Paris	History Kottenbach	Art Schanberg	PE Huntsinger	Science Lopez	Computer Kemerer
8th	45 min	2:46-3:31	Math Gasparyan	ALEKS Gutierrez	History Kottenbach	English M. Paris	PE Huntsinger	Art Schanberg	Computer Kemerer	Science Lopez
After School Enrichment	75 min	3:45-5:00	After School Clubs and Activities							

Ivy Bound Academy 2017 – 18 Daily Schedule (Friday)

Period	Class Length	Time	5A	5B	6A	6B	7A	7B	8A	8B
Homework Assistance	45 min	7:00 - 7:45	Morning Assistance							
1st	30 min	8:00-8:30	History Tessier	Science Roberson	ALEKS Gutierrez	PE Huntsinger	English M. Paris	Computer Kemerer	Math Stuart	Art Schanberg
2nd	30 min	8:33-9:03	Science Roberson	History Tessier	PE Huntsinger	ALEKS Gutierrez	Computer Kemerer	English M. Paris	Art Schanberg	Math Stuart
Homeroom	15 min	9:06-9:16	English M. Paris	Art Daniels	Science Lopez	Computer Kemerer	ALEKS Gasparyan	Math Stuart	History Kottenbach	PE Huntsinger
Snack	15 min	9:17-9:32	Snack for all students							
3rd	30 min	9:35-10:05	English M. Paris	Art Roberson	Science Lopez	Computer Kemerer	ALEKS Gasparyan	Math Stuart	History Kottenbach	PE Huntsinger
4th	30 min	10:08-10:38	Art Roberson	English M. Paris	Computer Kemerer	Science Lopez	Math Stuart	ALEKS Gasparyan	PE Huntsinger	History Kottenbach
5th	30 min	10:41-11:11	Computer Gutierrez	PE Roberson	Art Schanberg	Math Gasparyan	History Kottenbach	Science Lopez	English A. Gaunt	ALEKS Stuart
Snack	15 min	11:11-11:21	Lunch for all students							
6th	30 min	11:24-11:54	PE Roberson	Computer Gutierrez	Math Gasparyan	Art Schanberg	Science Lopez	History Kottenbach	Math Lab Stuart	English A. Gaunt
7th	30 min	11:57-12:27	ALEKS Gutierrez	Math Gasparyan	English M. Paris	History Kottenbach	Art Schanberg	PE Huntsinger	Science Lopez	Computer Kemerer
8th	30 min	12:30-1:00	Math Gasparyan	ALEKS Gutierrez	History Kottenbach	English M. Paris	PE Huntsinger	Art Schanberg	Computer Kemerer	Science Lopez
			NO After School Clubs and Activities							

INSTRUCTIONAL DAYS AND MINUTES CALCULATOR

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

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of [Other] Days	Number of Instr. Minutes Per [Other] Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/Below State Req't.
TK/K	No									0	36000	0	-36000
1	No									0	50400	0	-50400
2	No									0	50400	0	-50400
3	No									0	50400	0	-50400
4	No									0	54000	0	-54000
5	Yes	146	360	34	240					180	54000	60720	6720
6	Yes	146	360	34	240					180	54000	60720	6720
7	Yes	146	360	34	240					180	54000	60720	6720
8	Yes	146	360	34	240					180	54000	60720	6720
9	No									0	64800	0	-64800
10	No									0	64800	0	-64800
11	No									0	64800	0	-64800
12	No									0	64800	0	-64800

TEACHER RECRUITMENT

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

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

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

PROFESSIONAL DEVELOPMENT

In order to implement our innovative educational program, we engage in a comprehensive model of continuous school improvement which includes full staff professional development as well as personalized coaching. This personalized coaching aims to provide teachers with practical guidance in ways to meet students' needs. Below is a description of professional development topics that are addressed each year. Professional development takes place during the month of August, during the monthly 2-hour faculty meeting, and each Friday (shortened day for students) of the year.

Academic Program Component	Topics of Professional Development	Date
Standards-Aligned, and Data Driven Instructional Design	<ul style="list-style-type: none"> ● Analysis and prioritization of state content standards ● Clustering standards to create meaningful, relevant units of study ● Designing assessments that effectively measure mastery of state content standards ● Data analysis to inform instruction ● Data analysis to inform professional development 	Summer, 1 day each month
Technology Integration	<ul style="list-style-type: none"> ● SMART Boards ● GradeCam ● Activ Walls ● Power School ● Google Classroom ● Website development 	Summer and Fridays
Hands On Learning	<ul style="list-style-type: none"> ● Project-based learning ● Study Skills 	Summer, Fridays
Differentiation	<ul style="list-style-type: none"> ● Strategies and best practices ● Multicultural awareness ● SDAIE ● Identification/SST ● Intervention programs PD 	Summer, Fridays
Special Education	<ul style="list-style-type: none"> ● Expectations ● Accommodations ● Classroom support ● Rules and regulations ● PLPs 	August, September, October and November (TES) and weekly review in Friday meetings

Positive Behavior Support	<ul style="list-style-type: none"> ● Thinking outside of the box ● Building positive relationships ● Restorative justice ● Equity 	Summer, Fridays
Classroom Management	<ul style="list-style-type: none"> ● Classroom rules and expectations ● Consistency ● Communication with families 	Summer, Fridays
Lesson Planning, Backwards Design (SDSA)	<ul style="list-style-type: none"> ● Pacing calendars ● Unit plan development ● Standards review 	Summer, department meetings
Student Subgroups	<ul style="list-style-type: none"> ● No Yellow Boxes ● I Am Ivy Bound ● Merits/demerits ● Support ● Data trends ● Achievement 	Summer, weekly Friday meetings

Ivy Bound Academy looks to the Principal, as the school's instructional leader, to implement - or find outside experts to implement - the professional development (PD) activities. IBA has used a number of outside consultants to facilitate the above-mentioned professional development and to provide teachers with subject-matter experts and mentors. This training has included workshops on decoding, fluency, vocabulary, and text comprehension. In this way, IBA ensures that teachers are fully supported in their preparedness to meet the needs of the targeted student population.

We also hire “Master Trainers” from Smart Technologies (for our Smart Boards), ALEKS, Power School, Promethean (for our Activ Walls), Total Reader and other companies that we anticipate purchasing hardware and software from to train our staff in the use of their product. In addition, we have developed an in-house IT Department that provides training and support for our staff.

Furthermore, IBA teachers are encouraged to attend conferences and institutes sponsored by LACOE and other institutions to learn about the most recent research and to incorporate the new knowledge into their daily practice. Staff are then expected to review relevant information and best practices in the next staff meeting.

IBA also schedules regular grade-level meetings to build on the on-going professional development discussed above. For example, a PD activity might introduce a protocol to

be used to analyze student work. Staff members would then be expected to implement the protocol in a collaborative setting by actually using the protocol to analyze student work during a grade-level meeting. Therefore, professional development time will be maximized through the thoughtful, explicit connection between the scheduled professional development days and teacher planning time. This grade-level meeting time will be built into the monthly, two hour faculty meetings.

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

MEETING THE NEEDS OF ALL STUDENTS

ENGLISH LEARNERS

Charter School shall identify potential English Learners (ELs) 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 academic core 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 (on or about October 1), 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 Master Plan. If Charter School chooses to implement its own EL plan, the plan shall include, but is not limited to, the following:

- How English Learners' 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.

ENGLISH LANGUAGE LEARNERS

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

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

Ivy Bound Academy has strongly aligned our English Learner Master Plan to reflect the goals, ideas and beliefs of the Los Angeles Unified School District English Learner Master Plan whenever possible. We acknowledge the dedicated effort, collaboration and vision of all of the District teachers, administrators, support staff, parents and other experts who contributed to this blueprint for EL success. We abide by the LAUSD vision statement, and include as our guiding principle, the goal that “every student will receive an education in a safe, caring environment and that every student will graduate college-prepared and workforce-ready.”

Ivy Bound Academy will continue to ensure that consistent, coherent services are provided to every English Learner (EL) and Standard English Learner (SEL) enrolled at our school. In addition, we support LAUSD’s core beliefs that state:

1. Students’ learning and achievement are at the center of all of our policy decisions and are the focus of our English Learner Master Plan.
2. Families are critical partners in this work. Achievement of student goals and our school’s success in implementing the EL Master Plan are not possible without their help and support.
3. No plan, no matter how well written, can be successful unless best practices reach the classroom and improve educational opportunities for all students.

Ivy Bound Academy strives to promote culturally responsive teaching that acknowledges the cultural heritages of all ethnic and linguistic groups at our school. Our goal is to build

on this rich heritage to ensure that our students have the tools they need to achieve their dreams. We fully embrace the *Lau v. Nichols* (1974) Supreme Court decision that states:

“There is no equality of treatment merely by providing students with the same facilities, textbooks, teachers and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education...We know that those who do not understand English are certain to find their classroom experiences wholly incomprehensible and in no way meaningful.”

As a school, we understand that it is not enough to simply write down our expectations for an EL Master Plan. Rather, it is the implementation of best practices, providing training and support to our staff, communicating with our families, and developing accountability tools that will ensure the success of all of our students.

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

The HLS consists of four questions:

1. What language did the student learn when he or she first began to talk?
2. What language does this student most frequently use at home?
3. What language do you use most frequently to speak to this student?
4. Which language is most often used by the adults at home?

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

English Only (EO) if the answers to all four questions on the HLS are “English”, the child is classified as English Only

Possible English Learner (EL) if the answers to any of the first three questions on the HLS indicate a language other than English, or a combination of English and another language, the child is assessed to measure his or her level of English proficiency.

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

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

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

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

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

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

INITIAL IDENTIFICATION

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

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

Early identification is essential to establishing a relationship with the family and easing the transition for the student. Once possible or English Learner status has been established, a meeting will be arranged with the family to discuss support options and the Master Plan folder is created that will include results of an initial assessment and annual academic and ELD progress goals- including strategies towards re-classification.

ENGLISH LANGUAGE PROFICIENCY ASSESSMENT – INITIAL IDENTIFICATION

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

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

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

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

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

At least once yearly, the EL/CELDT team meets to review the performance and progress of EL and RFEP students.

The EL/CELDT team includes:

- the school principal
- EL coordinators
- ELA teachers
- Intervention staff/ literacy coaches
- other staff as appropriate
 - Special Ed team
 - classroom teachers
 - counselor
 - parents of the student being reviewed.

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

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

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

Appropriate intervention measures may include:

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

- intervention classes
- extended year opportunities/summer program

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

MAINSTREAM ENGLISH INSTRUCTIONAL PROGRAM FOR 5TH - 8TH GRADE

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

MINIMUM PROGRESS EXPECTATIONS FOR ENGLISH LEARNERS IN THE MAINSTREAM ENGLISH PROGRAM

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

The EL Program Components at IBA include:

1. Mainstream Language Arts course with EO/RFEP/IFEP students
2. Access to instruction in all curricular areas aligned to content standards using
SDAIE methodology in SDAIE designated courses.
3. Differentiated instruction and SDAIE strategies used in content classes
4. State adopted, District approved, standards based materials and supplemental materials are used.

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

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

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

INTERVENTION SUPPORT OPTIONS FOR ENGLISH LEARNER STUDENTS NOT MEETING
EXPECTED PROGRESS GOALS

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

1. Technology supports used to increase foundational understanding in English Language Arts and Math. These academic supports are made available to the student both at home and at school.

- Ticket To Read: *complements K- 6 instruction with fun and purposeful reading practice that students can complete from any computer with Internet access. Ticket to Read is a self-paced, student-centered online reading program that provides dynamic skills practice and improved reading performance and phonic skills development .*

- ALEKS: *Assessment and Learning in Knowledge Spaces is a Web-based assessment and learning system. ALEKS uses adaptive questioning to quickly and accurately determine exactly what a student knows and doesn't know in a course. ALEKS then instructs the student on the topics he/she is most ready to learn. As a student works through a course, ALEKS periodically reassesses the student to ensure that topics learned are also retained. ALEKS courses are very complete in their topic coverage and ALEKS avoids multiple-choice questions. A student who shows a high level of mastery of an ALEKS course will be successful in the actual course she is taking.*

- Khan Academy : *Students can use the extensive video library, interactive challenges, and assessments from any computer with access to the web. The library covers **K-12 math**, science topics such as **biology, chemistry, and physics**, and even humanities with playlists on **finance and history**. Each video is a digestible chunk, approximately 10 minutes long, and especially purposed for viewing on the computer. Every time a student works on a problem or watches a video, the Khan Academy 2 remembers what they have learned and where each student is spending their time. This data then exposes powerful statistics to each user and their teachers. **At-a-glance information is provided about everything the student has been learning** and whether or not they have been achieving their goals.*

OARS ASSESSMENT COMPLETED ON PRIOR YEAR CONTENT KNOWLEDGE

The Online Assessment Reporting System (OARS) is a web-based data management system that facilitates the collection, reporting, and analysis of state and schoolwide assessment information. Teachers and administrators use the data and report options in OARS to monitor student progress, to identify curricular areas that may need to be reinforced or re-taught, and to plan for the next instructional unit. Access to OARS is password protected and intended for use by staff only.

Assessment data is a powerful tool that is used by our teachers to drill down to the exact instructional grade where lapses and content knowledge mastery begins to weaken. Mastery in ELA and MATH is determined when a student receives a score on the high end of proficient or advanced. When a student receives an assessment score of less than proficient this grade level will be used as their base for content knowledge. After identification has been established, teachers can create worksheets targeted on grade level content and standards to build up the student's foundational learning to assist with new learning in the classroom. Teachers are then able to track student's progress towards current grade level goals. This program can be used during the year as a supplement to current grade learning. As well as, providing the basis for an intensive Winter and Summer Break program designed to provide all of our students with depth of knowledge tools that will give them access to our curriculum for which they would previously have been denied.

ENGLISH LEARNER NEWCOMER PROGRAM, GRADES 5 - 8

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

INTERVENTION FOR ENGLISH LEARNER STUDENTS NOT MEETING MINIMUM PROGRESS EXPECTATIONS

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

Students not meeting minimum progress expectations as identified through report cards, teacher concerns, assessment results or progress monitoring will be enrolled in A.M. Academic Assistance. This program is designed to give students more time and attention outside of the classroom. The goal is to increase their understanding of the core subjects and improve their grade to satisfactory.

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

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

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

instruction. English Language Arts addresses all four domains of language: speaking, listening, reading and writing. It is the content area where students first learn to read, and then read to learn. The intent of ELD is to accelerate English language learning in strategic ways by developing listening, speaking, reading and writing with robust and contextualized instruction. This includes many opportunities for students to engage in meaningful language practices at an appropriate level of challenge and complexity. Effective ELD improves access to reading/language arts and all core subjects by explicitly focusing on the language demands of the core. It is instruction that is incorporated into our standards based program in reading and language arts. ELD is considered by the state of California, the US Department of Education, and IBA to be core instruction for ELs and not an elective or an instructional service from which students may opt out. IBA feels that by incorporating ELD and SDAIE instruction into our core curriculum, and hiring only certified teachers with an EL authorization, we are introducing best practice models into our curriculum for all students that can also address foundational weaknesses in students who are outside of the EL or SEL classification.

As described in "Improving Education for English Learners: Research Based Approaches" (CDE, 2010), the purpose of EL instruction is to "advance English learners' knowledge and use of English in increasingly sophisticated ways." The intent of the ELD component of instructional programs for ELs is for teachers to explicitly and intentionally teach English in order to develop a strong English language foundation in both social and academic settings. Current research evidence indicates that providing explicit ELD instruction is valuable for ELs. In addition, there is strong supporting evidence that ELD instruction should include interactive activities among students. These activities must be carefully planned and implemented. IBA's implementation of the Backwards Design model into classroom learning, project based learning opportunities, cross curriculum learning, use of table groups in classroom activities and the integration of technology into classroom lectures helps us to achieve our ELD goals for all students.

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

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

ELD addresses all domains of language as mentioned previously; however, the emphasis is on speaking and listening. There is well established research evidence that supports the importance of oral language proficiency. The development of oral language is positively related to the development of literacy. (August & Shanahan, 2006). Moreover, recent research suggests that increased time spent on oral language instruction leads to stronger oral language outcomes without compromising literacy outcomes (Saunders & O'Brien, 2006). In fact, teachers who spent more time creating and implementing well-designed oral language activities saw greater growth in their EL students' literacy skills. As identified in the Common Core State Standards, opportunities for listening and speaking must be thoughtfully planned, not left to chance, therefore these domains must be taught purposefully in every classroom. As students progress in ELD levels, these activities must also increase in sophistication, support students to engage in analyzing, explaining, discussing, constructing arguments about, and provide evidence from complex texts in all academic content areas.

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

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

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

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

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

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

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

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

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

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


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

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

- initial meeting with EL/CELDT team to discuss teacher concerns about the student's progress. Parents/guardians will also be invited to participate in this initial discussion.

- assessment to determine specific area(s) of need and instruction that targets those needs.
- entry and exit criteria for participation in the intervention. No intervention should continue more than 8 weeks if the student does not show significant progress. If a student is not benefitting from the intervention in that period of time, the intervention is considered ineffective and alternative instructional strategies should be identified and provided.
- weekly progress monitoring to ensure the effectiveness of the intervention.
- systematic and explicit instruction with modeling, multiple examples and feedback.
- creating a plan for Student Achievement which includes:
 1. the types of interventions provided by the school
 2. the process the school uses to identify EL students who need interventions and the process used to determine the type of instruction needed
 - a. how the school will evaluate the effectiveness of the interventions implemented
 - b. will be included in each students' Master Plan folder

NOTE: Retention at grade level is the intervention of LAST resort. Research evidence indicates that the educational outcomes for ELs, who are retained, including those retained at grades K and 1, are generally very poor in the long term. This decision should be take only in special circumstances and with the approval of the EL/CELDT team. Before a student is considered for retention, the student's progress must be compared to his true peers and he/she must be given multiple intervention opportunities to accelerate learning.



IBA EL/CELDT TEAM PLAN FOR STUDENT ACHIEVEMENT

TEACHER CONCERNS:

Date of annual meeting: _____

Number of years identified as an EL: _____

AREAS OF IDENTIFIED NEED:

CELDT scores:

_____ Current Year _____ Prior Year

Listening:

PROPOSED INTERVENTIONS:

Reading:

Writing:

Speaking:

Overall:

PROGRESS REVIEW DATE:

Student progress towards meeting minimum growth expectations:

_____ Below _____ Met _____ Exceeded

- Did student grade/s improve?
- Did the number of missing assignments go down?
- Did the student's participation level in class increase?
- Did attendance improve?
- Did student attend AM Assistance regularly?
- Did student attend afterschool care regularly?
- Did student complete ALEKS time and topics weekly?
- Did student complete weekly reading goals on Ticket to Read and/or Total Reader?
- Did parents use Power School to monitor student grades and assignments?
- Were the interventions effective?
- New goals or interventions:

CAASPP Scores:

_____ Current Year _____ Prior Year

ELA:

Math:

Current G.P.A.: _____

of unsatisfactory grades on most recent report card: _____

Current number of missing assignments: _____

Current number of absences: _____

of merits: _____ # of demerits: _____

Suspensions: _____

Participation in school sponsored intervention programs

_____ AM Assistance _____ Ticket to Read
_____ Total Reader _____ Afterschool Care
_____ ALEKS _____ Peer Tutoring

ENSURING ACCESS TO CORE ACADEMIC CONTENT

SDAIE: Specifically Designed Academic Instruction in English (SDAIE) is a methodology centered around four elements: content, connections, comprehensibility and

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

The primary purpose of SDAIE instruction is:

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

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

The key features of sheltered content instruction are:

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

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

PROCESS FOR ANNUAL EVALUATION OF THE SCHOOL'S EL PROGRAM

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

RECLASSIFICATION

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

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

CRITERIA USED FOR RECLASSIFICATION

ELs are reclassified to fluent English proficient based on the following multiple criteria that are identified in the California Education Code and recommended by the State Board of Education (SBE). The minimum criteria to be considered for reclassification are:

1. score of basic or above on the most recent CAASPP in English Language Arts
2. English proficiency on the CELDT: overall level of early advanced or advanced with each domain score (Listening, Speaking, Reading, and Writing) intermediate or higher.
3. teacher evaluation based on student grades and report card marks*

4. parent consultation and approval

*in the event that a student meets the CELDT and CAASPP criteria but NOT the grade/report card mark requirements, other student data must be analyzed to demonstrate grade level proficiency. The following multiple measures may be considered:

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

RECLASSIFICATION PROCESS

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

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

ACADEMICALLY GIFTED STUDENTS

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

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

At parent request, IBA will complete a Gifted/Talented or SAS program application. A parent must supply *evidence* that proves eligibility. IBA schools identify students previously identified as gifted after a review of the cumulative folders each year. However, families new to LAUSD or students who have not been identified as gifted before may request testing to qualify for magnet placement in gifted or highly gifted school settings for high school. This can be done by supplying one or more of the following:

1. **Documentation that your child has been identified as gifted by a LAUSD psychologist** in the Intellectual, High Achievement, Specific Academic, Creative or Leadership Ability categories.
2. **Documentation of national percentile scores of 85 or above** on the most current District-approved standardized norm-reference tests in **both**
 - total reading/ELA or reading composite **and**
 - total math or math composite **or**
 - verbal reasoning **and** quantitative reasoning **or**
 - total (APR) Verbal (OLSAT-8) **and** total (APR) Non-Verbal (OLSAT-8).
3. **Supply a portfolio of your child's work that demonstrates ability in all four** critical-thinking and problem-solving skills in their primary language and demonstrates the ability or strong potential to perform two years above grade level in academic subjects. Eligibility will ultimately be determined by a team of teachers after reviewing the work.

- Explain meanings or relationships among facts, information, or concepts that demonstrate depth and complexity.
- Formulate new ideas or solutions and elaborate on the information.
- Use alternative methods in approaching new or unfamiliar mathematical problems.
- Use extensive vocabulary easily and accurately to express creative ideas.

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

ACADEMICALLY LOW-ACHIEVING, OR AT-RISK, STUDENTS

Students identified as at risk or low achieving are identified annually through an administrative audit of standardized test score results on the CAASPP. These students have received scores of “nearly met” or “have not met” grade level standards. In addition, an audit of report cards is completed at the end of each reporting period to identify students earning less than satisfactory grades in any of the four core subjects. Students are then enrolled in AM Assistance and parents are notified of the school's concern and offer of assistance. Weekly audits are also completed to review the number of yellow boxes each student has. Yellow boxes indicate missing assignments and a meeting is held with a student having even a single yellow box and a letter is sent home to the parents. Students have until the end of each reporting period to turn in any missing assignments for that grading period for partial credit. The goal here is for students to improve their grades and understand the importance of completing assignments as assigned.

Supports are provided at school as well as at home. Winter and summer breaks are used to provide intervention and give students the opportunity to prepare for the upcoming school year by using ALEKS, Ticket to Read and completing any assignments not completed during the school year to prepare them for the upcoming year. Students are expected to meet with school staff weekly to check progress. School staff include any administrative or support staff who are responsible for monitoring at risk students and assisting with their progress towards proficiency and meeting grade level standards. Findings are then reviewed in weekly teacher meetings and parent meetings to note progress or lack thereof. In addition, as explained earlier, students are given the opportunity to attend AM Assistance for additional support and review with their teachers as well.

STUDENT SUCCESS TEAM

If the teacher or those closely associated with an at risk and/or low achieving student determine that the student needs further intervention and support, the parents of the

student shall be contacted and included in the development of strategies to meet the specific learning needs of the student. We are committed to working with students who are achieving below grade level to help them achieve at expected levels; those students who are performing above grade level and needing additional challenge, and those students who are struggling at school for any reason. We identify students who are performing below or above grade level, or those students otherwise having behavior issues, and utilize a Student Success Team (“SST”) process to develop a plan to address their individual needs.

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

Anyone who has a concern for a student can refer that student to SST for consideration following documented attempts to address the concern. Anyone who is connected with that student can be included in the SST to provide information to share about the student’s strengths, concerns and strategies that have been used in the past. These people may include, but are not limited to, teachers, parents, counselors, doctors, administration, social workers and law enforcement. The SST meeting is designed to create program accommodations and supports for the student that will result in greater student achievement.

The IVY BOUND ACADEMY 12 SST meeting steps include:

1. Team members introduce themselves and their roles
2. Purpose and process of the meeting are stated
3. Timekeeper is appointed
4. Strengths are identified
5. Concerns are discussed, clarified and listed
6. Pertinent information and modifications are listed
7. Concerns are synthesized with one or two chosen for focus
8. Strategies to deal with are chosen; concerns are brainstormed
9. Team chooses best strategies to carry into actions

10. Individuals make commitments to actions
11. Person responsible and timelines for actions are recorded
12. Follow-up date is set

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

SOCIOECONOMICALLY DISADVANTAGED STUDENTS

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

Socio economically disadvantaged (SED) students are identified using the National School Lunch Program guidelines and annual form. Every family is asked to complete an Application for Free and Reduced-Price Meals to determine student eligibility. Families either qualify for free, reduced price, or full pay meals based on the income and the number of household members. The school will determine the income eligibility based on the Federal Income Eligibility Guidelines and will notify the families of their designation. Students are also identified using a CALPADS direct certification search that identifies any student that automatically qualifies for free or reduced meals because they are a foster child or ward of the state or their family receives CALFRESH benefits through the state.

Students identified as socioeconomically disadvantaged are monitored by office staff to ensure that they have the materials needed to participate at the school. The school provides uniforms as needed to students who otherwise could not afford them. The school ensures that students who qualify for free or reduced price meals are receiving their meals daily. Office staff ensure that SED students have access to computers before and afterschool to complete assignments and/or arrange for a computer to be loaned to the student for home use for the school year. In addition, trainings are provided for students and parents to familiarize them with the technology available to them at our school. Administrative and support staff monitor the progress of SED students through report card reviews, CAASPP reviews, ALEKS and Total Reader audits, and number of missing assignments to make sure that each student is progressing towards grade level proficiency.

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, 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 the requirements of the LAUSD Special Education Local Plan Area ("SELPA") Local Plan for Special Education.

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, CSIS 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, CSIS 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, CSIS 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, CSIS 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.

SPECIAL NEEDS

Inclusion is a priority and the preferred method of educating all students at IBA. Therefore, special needs students are integrated into the mainstream classroom to the extent possible. The IBA special education program serves multiple functions. There are pre-referral interventions in place that are intended to exhaust all resources in the general education program prior to special education referral, identification, and placement. These interventions include the Student Success Team (SST) meetings. Identification for SST referrals is coordinated and monitored by the special education teacher and IEP coordinator. General education teachers, the administrator, and parents of students who may need an SST provide data to the special education teacher and IEP coordinator. The data include teacher observations, parent observations, student work, informal assessments, testing results, and other assessments. The data is reviewed by the resource specialist program (RSP) teacher, IEP coordinator, administrator, general education teachers, and parents at an SST team meeting.

This meeting determines the student's strengths, needs and challenges, classroom and school accommodations, and other interventions needed to facilitate the student's access to the general education curriculum. Accommodations and interventions include classroom-based interventions, after-school homework support, tutoring, a math

intervention program, assistance for reading, and other interventions. In addition, follow-up SST's are conducted to determine if the accommodations and other interventions were effective, and the parents along with the other team members decide if special education referral is necessary. If not, a new SST plan is drafted.

An RSP teacher provides RSP services for students and tracks all minutes in RSP tracker on LAUSD Welligent. Services are implemented through a blended model that includes a mixture of push-in and pull-out periods, appropriate to each student's educational needs. In addition, part-time contractors provide IEP mandated service minutes. These are also tracked in Welligent. The RSP teacher also has on-going collaboration with general education teachers to implement all classroom accommodations and to ensure that annual goals are met. Professional development workshops on serving special education students are also given to all teachers at IBA. General education teachers also have access to IEP's and accommodations and supports required for all students, especially changes after a meeting has been held, are reviewed by the RSP in weekly Friday PD meetings.

STUDENTS IN OTHER SUBGROUPS

Initial identification of student subgroup eligibility is typically found when office staff are reviewing enrollment documents. In addition, a CALPADS search is completed annually for all new students to search for any subgroup eligibility, such as foster youth, homeless, socio economically disadvantaged, English Learner, SPED, or 504.

Standard English Learners are typically identified through teacher observation. Or when during the course of enrollment it is identified that a student has been enrolled in a U.S. school for less than two years, has recently moved from another country, lives in a household where parents primarily speak a language other than English (even though the child's ELA status is listed as English Only), or the child may have been previously enrolled in a native language immersion school and therefore lacked experience with and exposure to English language instruction. Students identified as belonging to any of these categories are offered the same supports as other under performing or at risk students are offered at IBA.

A TYPICAL DAY AT IVY BOUND ACADEMY

The daily life of an Ivy Bound student is structured so that he/she may be able to get the most out of what our school has to offer—a standards based curriculum, delivered through the Backward Design Model, which challenges every student to their full potential. In developing our daily student schedule, we relied on our experience as a successful supplemental education provider to create a schedule that takes into account the learning habits of the general student.

The majority of students are visual learners, and the attention span is a critical factor that must be taken into account when creating student schedules and lesson plans. It has been our experience that in the ideal surroundings, the average student, at best, has an attention span of about 20 minutes. Therefore, it is in those critical 20 minutes that a teacher has a window of opportunity to teach. This observation gave us the infrastructure of our daily schedule.

First, to address the attention span of the students, all of our classes meet daily and for a period of 45 minutes. The period is broken down as follows:

- *The initial 10 minutes of class is dedicated to taking roll as the students answer a set of warm up.*
- *Questions that quiz them on the content learned the previous day.*
- *The following 20 minutes (the critical learning period) is dedicated to teaching a new lesson.*
- *The last 15 minutes of class is used for group review of lesson learned and class closure.*

Second, to address the visual learner, our school is a technology-based school that uses:

- *Interactive (touch sensitive) Smart Boards*
- *ActivWalls to allow students to interact with the teacher through the use of Chrome Books and measure student responses*
- *web-based student assessments using programs like Quia and Quizlet,*
- *Grade Cam for routine student assessment*
- *Custom Guide computer based technology learning software*
- *Elmo magnifying document cameras with recording capability*

- *Subject relevant software that can peak and/or create an interest in the visual learner*
- *Students using Chrome Books in all core classes*

Our visitors would also see most of the students in the classes broken into groups of 2 to 4 students with each member of the group being responsible for their peers in the group (peer support & collaborative learning). They would see students reminding each other to be on time to class, calling each other to help and make sure everyone understands the homework, helping their group members understand the concepts taught so that the group excels as a whole. See figure below:

Group _____		Today's Date ____ / ____ /200 ____	
Who is/are absent? _____			
Is everyone in the group on time? _____ Pts.		Is everyone ready for learning? _____ Pts.	
Does everyone have their homework? _____ Pts.		HAS everyone met ALL class rules? _____ Pts.	
Did everyone do the class warm up? _____ Pts.		Does everyone understand the class warm up? _____ Pts.	
Who has contributed the most to the group today? _____, _____ Pts.			
Student/Group Comments:			

			Total Points Earned _____

The form seen above is given to each group as they enter the class, and the group is held responsible for the learning's, contribution, and involvement of every member of the group. It is documented that besides overcrowding at most public school classes, the difference of ability that students have in a class is a major hindrance for teachers to do their job correctly. This group format teaches the students cooperative learning and teamwork; it promotes positive peer support; it makes class management easier for the teacher; furthermore, it teaches students about taking responsibility for their surroundings. We regularly hear students put the blame on their teachers, parents, etc... for their inability to do their work. This group setup where their peers (students in their group) will let them know when they fail to do their job. We feel that student will listen to their peers better than to an adult, who they usually feel holds them to a higher standard.

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 (Local Control Funding Formula) and AB 484, as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

STANDARDIZED TESTING

Charter School agrees to comply with and adhere to state requirements for participation and administration of all state-mandated tests, including computer-based assessments. Charter School shall submit and maintain up-to-date and accurate 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.

Please see Element 1, “LCFF State Priorities Table” for information regarding schoolwide goals, performance targets, and the school’s plan to monitor academic growth of all students and subgroups.

METHOD FOR MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT

Ivy Bound Academy pursues the following pupil outcome goals, as measured by multiple and varied benchmark assessments that are aligned to state standards and reflect proficiency measures required by the CAASPP. These two outcomes will be used to determine proficiency for all students.

- Students will demonstrate proficiency in reading, writing, and mathematics by earning level 3 (met grade level standards) or level 4 (exceeded grade level standards) on annual CAASPP assessments in ELA and Math.
- Students will demonstrate proficiency of grade level standards in the areas of English, History, Math, Science, Art, Computers, Math Lab, and Physical Education by earning final marks of satisfactory or higher on their report card at the end of each quarter. A broad spectrum of assessment tools are available that establish student performance and ability including test and quiz results, homework assignments, projects, reports, participation in class and so on.

Please refer to Element 1, LCFF State Priorities Table for additional information on how the school measures pupil progress

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

In addition, the following assessment tools will be used to gauge progress toward outcomes on remaining school wide goals and for specific student subgroups:

- 1. Provide a positive school environment, conducive to learning and respectful of others**
 - a. Review of annual parent and student survey results to address areas of concern and highlight areas of success

- b. Monthly comparison of suspension and expulsion data to identify trends or concerns
 - c. Parent sign in sheet or other participation record at school events and meetings to identify most popular or attended events
 - d. Weekly, quarterly and annual review of missing assignment data schoolwide, across grade level, teachers, and student groups
- 2. Increase the number of students who show grade level proficiency on CCSS in ELA, Math, Social Studies, Science, Art, Computers, and PE**
- a. Quarterly review of individual and grade level progress as measured by the ALEKS program to establish the level of Math proficiency and student or classwide gains based on number of students at or above grade level
 - b. Quarterly review of individual and grade level progress as measured by the Total Reader program to establish the level of ELA proficiency and student or classwide gains based on the number of students at or above grade level lexile average.
 - c. Annual review of dropout rate and students who have transferred out to provide additional supports and retain student enrollment in the future.
- 3. Increase the number of English Learners who reclassify as fully English proficient and strengthen grade level content mastery of English Language Arts**
- a. Annual review of CELDT/ ELPAC results to ensure that ELs are progressing by tracking the number of students who progressed at least one performance level or reclassified in the prior school year
- 4. Decrease the number of students missing more than 10 days of school per year and maintain at least a 95% attendance rate**
- a. Weekly review of attendance; communication with families if a student is absent for a third day in a row or a pattern of absences has been established.
 - b. Monthly review of grade level and individual attendance reports to identify truant students; arrange a meeting with parents to support consistent attendance at school

DATA ANALYSIS AND REPORTING

IBA uses PowerSchool as our Student Information System. PowerSchool is a fully integrated, web based, cross platform SIS. PowerSchool integrates and automates critical school functions like attendance, scheduling, grading, and reporting. PowerSchool gives parents the ability to stay on top of student progress with email updates and alerts and online access to their child's schedule, grades, homework, upcoming assignments,

attendance information, accommodated assignments (if applicable), and teacher comments.

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

GRADING, PROGRESS REPORTING, AND PROMOTION/ RETENTION

Teachers formally report student progress to parents quarterly. Report cards are sent home every 10 weeks, although parents and students can see all student grades by logging into PowerSchool every day. The assessment data utilized to determine each student's letter grade (A-F) for each class is derived from regular examinations, performances, projects, papers and other assignments that are graded using a conventional letter-grade system or a rubric based system that results in a letter grade. Teachers determine the deadlines for submission of missing work, as well as the consequences and final grade when students fail to complete missing work. IBA makes every attempt to keep parents up to date regarding the progress of their child toward grade level proficiency. Parents and students are notified weekly of missing assignments via email and letter home; in addition, PowerSchool now lists the missing assignments as soon as the parent logs in. When students are still struggling to achieve in courses, as measured by the letter grade, the school follows a formal communications procedure to inform families of their child's eligibility to attend a before school assistance program. Participation is monitored using attendance to compare the end of year gains for students that do attend AM Assistance versus those struggling students who do not. Eligibility is determined using the following system at the end of each reporting period:

1 D or F = warning letter

2 Ds or Fs = recommended to attend Homework Assistance letter

3 or 4 Ds or Fs = required to attend Homework Assistance letter

Twice per year, families are contacted to discuss grades that are less than satisfactory and develop an intervention plan for over the extended winter and summer breaks to allow the students an additional opportunity to gain grade level content proficiency. During these meetings with administration, a plan is created with each of the families to address the

school's concerns. At this point, it may be decided to place a student on Academic Probation facing possible retention or placing them on an academic contract.

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

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

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 policy as it relates to charter schools, as they may be amended from time to time.

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, and shall otherwise enter into all transactions and conduct business with all persons and entities, including related parties, at 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 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 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 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 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.

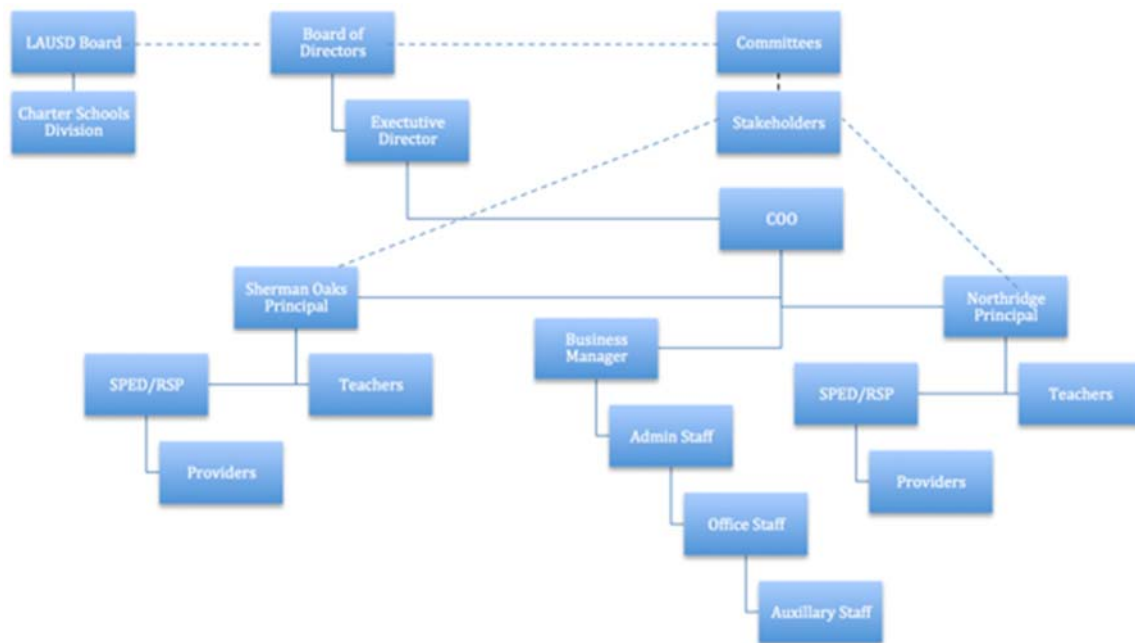
FEDERAL PROGRAM COMPLIANCE

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

GOVERNANCE STRUCTURE

ORGANIZATIONAL CHART

The following is an outline of the organizational structure of Ivy Bound Academy:



Dotted lines denote an advisory relationship. Solid lines denote both an advisory relationship and an evaluative component.

MAJOR ROLES AND RESPONSIBILITIES

BOARD OF DIRECTORS

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

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

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

In addition, the Board of Directors shall:

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

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

LEAD STAFF

While the Board of Directors sets policy, approves the budget, and assures that the school maintains high academic standards, the executive director, administration and teachers carry out the day-to-day operations of the school. Reporting to the Board of Directors, the Executive Director is responsible for the operations of the Charter School as well as the fiscal sustainability of IBA while ensuring compliance with school policies and procedures, as well as state and federal mandates and LAUSD requirements. The Chief Operating Officer reports to the Board regarding compliance, testing, and reporting as well as student achievement and schoolwide proficiency. The Business Manager is responsible for human resources, purchasing and budgeting and is therefore is accountable to the board to maintain established policies and practices. The Principal of IBA serves as the educational leader who spearheads the development of the Charter School's curriculum and culture. The Principal is also responsible for building relationships with teachers and families, developing systems and structures to support the instructional and operational needs of the Charter School, and providing teachers with high quality professional development to ensure the instructional program meets the needs of all students. *Complete job descriptions are included in Element 5.*

GOVERNING BOARD COMPOSITION AND MEMBER SELECTION

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

The Board consists of at least five (5) and no more than eleven (11) voting members and at least one non-voting member. To prevent any real or perceived conflict of interest or incompatibility of office, a representative from Los Angeles Unified School District, may sit on the IBA Board as a non-voting member who facilitates communications and mutual understanding between the Charter School and the District. In recognition of the need for a diversity of voices in the trusteeship of IBA schools, seats on the Board will be peopled according to the following structure:

1. One to five parents/legal guardians of past students of Ivy Bound Academy Charter School
2. Two to five members from the LA community
3. One non-voting member that would be a representative from LAUSD, if requested

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

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

GOVERNANCE PROCEDURES AND OPERATIONS

Board meetings are scheduled monthly during the school year and more often as needed. Meetings are staggered between IBA Sherman Oaks and IBA 2 Northridge to allow for participation from families at both IBA schools. All Board meetings comply with Brown Act requirements and are open to parents, staff, and community stakeholders

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

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

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

STAKEHOLDER INVOLVEMENT

PARENT ENGAGEMENT

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

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

The IBA Booster Club exists to formally organize and promote stakeholder involvement in the governance of the school. At the monthly meetings, teacher liaisons provide support and information to the parents as well as transfer information from the meeting to the appropriate staff members. The Booster Club supports the needs of our classrooms and provides assistance and support to enrich our school community.

IBA holds monthly Executive Board, Booster Club and quarterly parent trainings to encourage and promote participation in the development of the school, including the creation of schoolwide goals and the annual LCAP/ update. Annual surveys of students, parents and faculty are analyzed closely by school leaders as well as the Board of Directors and utilized in improving all aspects of the school's programs, procedures, and goals. The use of the annual surveys allows parents, who cannot make monthly meetings, to still have a voice and be an active participant in their child's school.

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

All IBA personnel must commit to the mission and vision of the school. All staff will be expected to be sensitive to the linguistic and cultural needs of students, and to participate in staff development to enhance their skills in this area. Employees' job descriptions and work schedules will be reviewed and modified as necessary to meet the needs of the school and its students. The job descriptions outlined herein represent the job duties and work basis for all IBA staff. All requirements for employment set forth in applicable provisions of law will be met.

The Executive Director is hired by the Board of Directors and, in turn, hires staff and faculty. A personnel committee may be formed as needed by the Executive Director in order to make recommendations on hiring employees for any vacant positions. Individuals that wish to apply for a position will be required to submit a resume and an Ivy Bound Academy employment application. Staff will be selected on an application and interview basis. Selection will be based on the demonstrated ability to perform

required job duties. Candidates that are offered employment will receive a written notice from Ivy Bound Academy.

EXECUTIVE DIRECTOR

Roles and Functions:

The Executive Director is directly responsible to the Board of Directors. Delegating duties as appropriate, he or she will:

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

Qualifications:

The Executive Director will have at least three years' experience with program development or administration for a school, organization, or corporation. He or she will have at least two years' experience sitting on or reporting to a Board of Directors for a school, organization, or corporation. He or she will demonstrate deep understanding of and commitment to the mission and vision of the school. He or she will have proven experience as a team leader, and

will be able to inspire staff through positive and capable leadership. He or she will have experience resolving personnel issues objectively and through due process. The Executive Director will guide staff such that each member uses his or her expertise to enhance the educational program. An Administrative Credential is preferred but not required.

Evaluation:

The Board of Directors will be responsible for evaluating the performance of the Executive Director based in part on the evaluations of staff and parents. They will develop criteria for evaluation based on a concept of ideal fulfillment of the roles and functions of the Executive Director. The evaluation will be completed by the Board of Directors and reviewed with the Executive Director annually.

CHIEF OPERATING OFFICER:

S/he provides the administrator with essential support that is both clerical and operational. S/he must become thoroughly familiar with program procedures and is expected to exercise a high degree of initiative and independent judgment in solving problems.

Roles and Functions:

- Type and maintain a heavy volume of complex and confidential reports
- Compile reports, handbooks, and special projects from a variety of sources, including LCAP and the annual update.
- Independently compose correspondence, answers inquiries, and supplies information on a wide range of technical and program matters for administrators, teachers, staff, and the public.
- Coordinate work of other staff members to ensure timely completion of work and complete accuracy of records. Includes overseeing school compliance with IDEA, Welligent, 504 and other Special Education needs.
- Implement instructional and assessment strategies by collecting and analyzing student achievement data, facilitating discussions among teachers and staff and working with the Principal to plan professional development.
- Collaborate and develop master schedules and plan, schedule, and coordinate school projects.
- In charge of maintaining compliance with charter provisions and fair lottery practices as outlined by the Los Angeles Unified School District, Ivy Bound Executive Board and Ivy Bound Charter Petition.
- Responsible for ensuring compliance to Charter laws regarding lottery, admission and enrollment.
- Carry out supervisory responsibilities in accordance with organization's policies and applicable laws.

- Assist the Executive Director and Principal with addressing complaints and resolving problems.
- Member of the personnel committee that interviews and trains new employees.
- Member of the school's instructional support team including monitoring interventions put in place to assist students with diverse needs.
- Resolve student issues by meeting with students, parents, teachers and other school staff and designing a plan of action.
- Work with school leadership groups (Executive Board, Booster Club, etc) to ensure compliance with Brown Act and facilitate communication between all stakeholders
- Coordinate school outreach plan to expand enrollment to under-served groups
- Oversee all student related annual testing and assessment tools.
- Coordinates training of parents and guardians to act as partners in education;
- Brings community members into the life of the school in ways that enhance the mission and vision of the school;
- Responds to requests for information about the school;
- Responsible for school compliance with federal, state and LAUSD requirements and mandates annually. This includes CALPADS data reporting, annual SARC development, and other data requirements

Qualifications:

The Chief Operating Officer will have proven experience working with schools, has worked with and is familiar with school student information systems, has worked with or understands student admission policies, is an advocate for students, can act as an organizer. He or she understands how to create and keep in compliance with federal, state and LAUSD requirements. He or she will have experience representing a constituency or coordinating group activity. He or she will have the ability to lead meetings effectively and with a positive presence. He or she will be able to manage complaints effectively, and represent those complaints accurately when they require the attention of additional staff. He or she will understand and be committed to the mission and vision of the school, effectively communicating this understanding to parents, and coordinating parent and community participation in ways that support the mission and vision. In addition, they will have the ability to devise or adapt office procedures in response to changing organizational needs, make clear and comprehensive reports and keep complex records, read, understand, and explain technical policies and materials, and analyze situations accurately and make decisions in procedural matters without immediate supervision. An Administrative Credential is preferred but not required.

Performance Evaluation

The Chief Operating Officer will be evaluated annually by the Board of Directors with input from the Executive Director and Principal.

SCHOOL BUSINESS MANAGER

Roles and Functions:

- Monitors the school's accounting systems;
- Assures that all reporting functions are conducted accurately and in a timely manner;
- Assures that all payments are made accurately and in a timely manner, including payment of wages and salaries;
- Working with the Executive Director, pursues timely receipt of Block Grant, Title I, and other payments to the school;
- Oversees the processing of staff hiring paperwork and human resources responsibilities;
- Advises the Executive Director as to contracts with vendors for security, transportation, and food services
- Arranges and manages transportation, as needed
- Supervises the placing of orders for office and classroom supplies;
- Oversees and manages annual fiscal audit
- Manages schoolwide purchasing and approval system
- Monitors school inventory
- Oversees the Free and Reduced lunch program and compliance with federal regulations including the Child Nutrition Information and Payment System (CNIPS)
- Manages and coordinates with food vendors
- Member of personnel committee
- Responsible for compliance with insurance and federal and state laws regarding school practices
- Coordinates annual budget with the Executive Director

Qualifications:

The School Business Manager will have at least three years of related experience. He or she understands and is committed to the mission and vision of the school. An Administrative Credential is preferred but not required.

Evaluation:

The School Business Manager will be evaluated annually by the Board of Directors with input from the Executive Director and Principal.

PRINCIPAL

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

Responsibilities

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

- Possess the knowledge to implement an employee evaluation system which might include clinical supervision.
- Demonstrate positive attitude toward job and remain a flexible and innovative team builder.
- Has knowledge of local policies, state and federal laws relating to minors.
- Supervise and manage site operation to assure safety and efficiency.
- Implement and monitor special programs.
- Develop master schedules and calendars which maximize the possible achievement of program objectives.

The above duties, with the exception of personnel matters, may be delegated or contracted as approved by the Board of Directors to a business administrator of the School or other employee, a parent volunteer (only in accordance with student and teacher confidentiality rights), or to a third party provider.

Qualifications

The following qualifications for the Charter School Administrator are preferred, but not required :

- A valid teaching credential;
- A valid Administrative Services credential (or Pupil Services credential);
- A minimum of 5 years of teaching experience; and
- MA degree or equivalent;
- An understanding of the underlying philosophy for a school that matches the intellectual, social, emotional, and physical needs of adolescents.

Evaluation

The Principal will be evaluated annually by the Board of Directors with input from the Executive Director and Chief Operating Officer. S/he will be evaluated by the Board based on the implementation of the charter and maintaining adherence to its guiding principles and requirements and overall successful school academic program and achievement of educational goals. Assessment tools will include staff and parent surveys, site visit, portfolio presentation and a rubric.

ASSISTANT PRINCIPAL

Duties and Responsibilities

The Assistant Principal's essential duties and responsibilities include, but are not limited to:

- Assisting the Principal with the administration of student discipline.
- Performing duties related to instructional leadership, including observation and evaluation of assigned teaching staff, staff development, and oversight of department and team collaboration
- Developing student, classroom, and school schedules and calendars.
- Coordinating and implementing student standardized and placement testing, including CELDT/ELPAC, CAASPP and STAR.
- Implementing and overseeing the school safety and emergency response program, safe school plan and required practice drills
- Overseeing, monitoring and supporting student attendance, student data, and meal count reporting (as performed by the Office Manager), including CALPADS, CBEDS and Powerschool reporting requirements.
- Implementing appropriate procedures to ensure budgeted attendance and enrollment levels are maintained.
- Supervising and evaluating the school custodian, physical plant manager, and IT Department to oversee routine facilities and maintenance issues.
- Supporting school recruitment efforts.
- Supervising before, during and after school, including occasional evening and weekend events.
- Other duties as reasonably requested by the Principal or Executive Director.

Reporting: the Assistant Principal reports to the Principal

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

Evaluation: The Assistant Principal will be evaluated on an annual basis by the Principal and the Executive Director.

RESOURCE SPECIALIST PROGRAM AND IEP COORDINATOR

All duties herein will be done with and under the direction of the Executive Director, Chief Operating Officer and Principal.

Job Qualifications:

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

Responsibilities and Duties

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

Evaluation:

The Special Education Coordinator will be evaluated annually by the Principal, Chief Operating Officer and Executive Director who will review the evaluation with the employee. Criteria for the evaluation will be developed based on a concept of ideal fulfillment of the roles and functions of the position.

TEACHERS

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

Responsibilities

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

Qualifications

- Valid California Teaching Credential or license authorizing service in grade levels and areas assigned.
- valid California Multiple or Single Subject Teaching Credential
- Undergraduate degree in field of single subject credential or evidence of passing CSET results to indicate Highly Qualified Teacher status
- EL authorization
- Student teaching, internship, or full-time teaching experience.

Evaluation

Teachers will be evaluated by the principal based on:

- Student progress as referenced from assessment measures
- Effectiveness of teaching strategies
- Performance of job duties (see “responsibilities” above)

Assessment involves a three-part process that includes observations, evaluation rubrics, and interviews. The evaluation will include at least one formal observation, the principal and teacher completion of a job specific rubric, and an end of the year interview.

OFFICE ADMINISTRATOR

Roles and Functions:

Delegating duties as appropriate to any office personnel or volunteers, the Office Administrator will:

- Establish and maintain record systems and files.
- Communicate with a wide variety of staff, students, families, and community members.
- Arrange and schedule meetings, appointments, and interviews.
- Assist the Business Manager and COO with matters related to human resources and NCLB, ESEA, and ESSA requirements.
- Screen calls and visitors; screen incoming correspondence routed to administrator for priority and background information.
- Perform specialized secretarial duties designed to relieve supervisors of clerical detail.
- Take and/or transcribe dictation for a wide variety of subjects.
- Create partnerships with parents and community.
- Oversee school’s lottery process and admissions for the school.

- Maintains lottery and enrollment paperwork to comply with most up to date requirements for fair and random lottery practices to insure the integrity of our school's admissions and lottery policy.
- Providing outreach and tours to prospective parents and students.
- In charge of lottery drawing and notification of lottery results to stakeholders.
- Distribute and organize enrollment paperwork to incoming families while regulating timelines and fair practice regarding waiting lists.
- Responsible for overseeing data entry into Power School.
- Develop partnerships with high schools to assist students, and make them aware of options. Track graduates success at the secondary school level.
- Acts as a liaison for parents, guardians, and community members to the Executive Director as needed;
- Performs clerical and administrative procedures for daily school operations;

Qualifications:

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

Evaluation:

The Office Administrator will be evaluated annually by the Principal and Executive Director who will review the evaluation with the employee. Criteria for the evaluation will be developed based on a concept of ideal fulfillment of the roles and functions of the position.

NON-CERTIFICATED STAFF

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

Non-Certificated staff members shall exhibit the following minimum qualifications:

- Adequate professional training and/or experience; and
- Positive references

- Some college credits are preferred, but not required

Responsibilities

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

Evaluation

Non-certificated staff will be evaluated annually by the Office Administrator, with input obtained from the Principal, the Chief Operating Officer and Executive Director, and will review the evaluation with the employee. Criteria for the evaluation will be developed based on a concept of ideal fulfillment of the roles and functions of the position.

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, OEHS, 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, which must include but is not limited to provisions for building and site emergency evacuation and the acquisition and maintenance of adequate onsite emergency supplies. Charter School shall ensure that all staff members receive annual training on Charter School’s health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

Charter School shall 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 and officers, 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.

CUSTODIAN OF RECORDS

In accordance with California Department of Justice requirements, the Executive Director serves as IBA's Custodian of Records

STUDENT HEALTH AND WELLNESS

The health and safety of IBA students and staff is a high priority and IBA will ensure that the school is a safe and healthy environment for teaching and learning. All faculty and staff of IBA will undergo a criminal background check. The Charter School follows all required safety regulations including emergency policies and procedures. IBA complies with all health and safety laws and regulations that apply to non-charter public schools, including those required by CAL/OSHA, the California Health and Safety Code, Education Code Section 44237, and the EPA. IBA operates as a drug, alcohol, and tobacco free workplace.

The Charter School has adopted a Local School Wellness policy which establishes how the Charter School supports and promotes the health and wellness of its students. The policy includes, but is not limited to, the following:

- Goals for nutrition promotion and education, physical activity, and other school based activities that promote student wellness
- Nutrition guidelines for all foods and beverages available on the Charter School campus during the school day
- Requirements that stakeholders be provided opportunities to participate in the development, implementation, and periodic review and update of the wellness policy

- A plan for measuring the effectiveness of the plan periodically and that the assessment is made available to the public
- Public notification informing and updating stakeholders periodically about the content and implementation of the local school wellness policy
- Designation of an IBA staff member who is responsible for ensuring that the Charter School complies with the Local School Wellness policies

In addition to daily P.E. instruction, students also receive annual health instruction that focuses on the importance of nutrition, drug and alcohol awareness, positive self-image, stress and anxiety management, bullying awareness, and the value of an active lifestyle at all ages and stages of life.

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

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

IBA strongly believes that students with a variety of life experiences add to the learning experiences of all. Students and families learn from others how to respect different viewpoints and find commonalities in all people. IBA is committed to ensuring that all students and families involved with our recruitment process are made to feel welcomed and respected. The target enrollment area includes the cities surrounding the campus of Sherman Oaks and Van Nuys. We recruit students from various racial and ethnic groups with socio-economic diversity so as to achieve a balance that reflective of the greater Los Angeles area and the population of families residing within the territorial boundaries of the Los Angeles Unified School District. The Charter School maintains an accurate accounting of the ethnic and racial makeup of the students enrolled at the school. It also documents the efforts made to achieve racial and ethnic balance.

IBA continually reaches out to the community as its primary means of student recruitment.

IBA provide information about the school to those who are interested throughout the year. IBA provides applications at its Information Sessions and Tours which are scheduled from September through January of each year for interested applicants. The recruitment and enrollment process is an extensive, city-wide outreach effort that includes partnership building, advertisements and formal, public information sessions. Recruitment materials will be in the language necessary to communicate the message to targeted groups. Materials that will be utilized are brochures with information about Ivy Bound Academy, the mission statement of the school, newsletters, lottery applications, and contact information. Additionally, IBA's website includes information about the school's mission, vision, goals and values along with additional information regarding our innovative programs and opportunities at IBA schools. Contact information and how to apply for the lottery and the lottery application are also available on-line. The IBA website has Google Translate embedded into it so that the entire webpage and all materials can be instantly translated into various languages.

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

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

IVY BOUND ACADEMY 2016-2017 Restaurant Nights

Poquito Mas	September 27, 2016
Wendy's	October 25, 2016
California Pizza Kitchen	January 31, 2017
Sharkey's	March 21, 2017
The Stand	April 25, 2017
Chipotle	May 23, 2017

In addition, each year the Charter School, participates in the Sherman Oaks Street Fair in October. This year's event will be held on Sunday, October 16. This is an opportunity for families and students to interact with the community and share information about our school.

Every year as well, the students and staff hold a canned food and toy drive to support Assemblyman Adrin Nazarian's office and their efforts to provide for families within our community. The event includes a social where our families and staff get to interact with the very people we are supporting. It is also an opportunity for us to share with these underserved families information about attending our school. The event takes place each December.

Ivy Bound Academy is always looking for additional ways to spread the word about our school and participates and supports other community causes and efforts whenever possible.

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 state law 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, 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.

ADMISSION REQUIREMENTS

Ivy Bound Academy will admit all pupils who wish to attend as outlined in Education Code 47605 (d)(2)(A). Enrollment to the school is open to any resident of the State of California. IBA is a tuition free public charter school with no specific requirements for admission. Ivy Bound is fully committed to serving ALL students who wish to attend, regardless of socio-economic status, race/ethnicity, academic achievement level, special education needs, or other “risk factors.”

STUDENT RECRUITMENT

Please refer back to Element 7 for information on student recruitment efforts.

LOTTERY PREFERENCES AND PROCEDURES

For a given school year, IBA will accept lottery forms during an application period that extends from the day after the previous school lottery and until 5:00 PM on the last weekday in the month of January prior to the next given school year.

Following the lottery application period each year, and after accounting for existing students who are guaranteed enrollment in the following school year, applications shall be counted to determine whether any grade level has received more applications than availability. If the number of students applying for enrollment exceeds the Charter School’s capacity, entrance shall be determined by random public drawing in accordance with Education Code §47605(d)(2)(B) and all federal requirements.

The school has developed procedures for a public random drawing in the event the school meets its capacity and additional students wish to enroll. Consistent with California and federal law and federal non-regulatory guidance, the school will provide a preference for:

1. siblings of current students
2. pupils who reside within LAUSD boundaries
3. siblings of current applicants in same or other grades

The first two categories of students are not exempt from participating in the public random drawing, but are given a preference if an on time application was received. However, if there are more sibling or LAUSD resident applications received than spaces available for a particular grade, a separate, random drawing will be held with those students who qualify to establish priority.

An additional preference is available for siblings of current applicants in same or other grades, this includes twins or older/younger siblings. Sibling applications are flagged so that if one is offered an enrollment space through the lottery drawing the other sibling is moved to the top of their grade level list. If there is more than one family receiving the sibling preference a separate, random, drawing will be held with qualified applicants to establish the order of the priority.

These preferences have been established to provide parents the opportunity to have all middle school aged children attend the same school.

No preferences are honored if an on-time application is not received.

Ivy Bound Academy will not discriminate on the basis of geographic residence. All students residing in the State of California may enroll in accordance with the California Charter School Law.

An explanation of the enrollment process and the rules to be followed during the lottery are available at all times on our web site and can be translated via the website into any language requested. All applications must be submitted on line. If a family does not have access to a computer, a computer will be made available to them at the school to apply. Applications are available on the school website the day after the lottery is held annually. The website and the school notify potential applicants of the on line application requirement and notify families that they may come to the school to complete the electronic application.

It will be communicated to the families that all students are admitted unless there are more applicants than spots, in which case a public lottery will occur at the school site on or before the third Wednesday in February, with notification and intent letters mailed within 2 weeks of that date. Students who are not granted enrollment for the next school year will remain on the waiting list unless otherwise requested by the parent to be taken off.

Public notice is posted at the school location, on the school web site and on distributed informational flyers regarding the application deadline and the date, time and location of

the public drawing, encouraging people to attend (time will be weekday evening to maximize attendance; the location will be at the school site).

Parents who turned in enrollment forms prior to the January deadline will be notified by email and phone regarding the date and time of the public drawing. Each year, IBA will conduct a lottery prior to March 31st, publicizing the date, time and location with reasonable notice of at least one week before the lottery date. Drawings are held at the school site after 5pm to maximize public participation.

Lottery spaces will be pulled in order of grade level by different community members in the audience. The lottery procedure is monitored by IBA administrative and office staff to ensure fair and accurate implementation. As names are pulled, students will be assigned a number corresponding to the number of enrollment slots. Once a grade level is drawn to capacity, applications will continue to be drawn for position on a wait list.

All families that submitted an on-time lottery application will be notified at the lottery drawing and by email or phone (if necessary, by U.S. mail) of their admission status (accepted or placement on waiting list) within one week of the lottery drawing. If a student is accepted in the lottery, that family must confirm that the student will attend the school by a Confirmation Deadline - date specified in the admission's offer letter (approximately 2 weeks after the lottery). The school will hold a post-lottery enrollment session before the Confirmation Deadline to supply additional information and to assist families in filling out forms, this is to assist families who maybe did not complete a school tour or need help filling out paperwork it is not a requirement for admission. Each student accepting admission will receive an enrollment packet with all of the forms necessary to enroll at IBA.

The waiting list will include contact information of the families wanting to still be considered for admission should a position open. Once the new school year has begun families on the waiting lists are contacted via phone call and email to see if they are interested in remaining on the school wait list. If a position opens during the course of the year, the administrative office will contact the family on the top of the waiting list to offer their student admission to the school. Families are notified via telephone and email, if provided. Should the family decline the position, the next family on the list will be contacted until the open position is filled. The response time to accept a position of enrollment varies depending on when the offer is made and is outlined below. A wait-list application will not carry over to the following school year. All families interested in applying for enrollment must submit a new application annually.

In the case of a waiting list, and his/her family is notified prior to April 16th annually, the family has ten (10) business days to confirm enrollment and submit an application. If a

student is notified after April 16th annually, they will have five (5) business days to confirm enrollment and submit an application. If a student receives an offer of admission after the current school year ends, they will have three (3) business days to confirm enrollment and submit an application. Once the new school year has begun, the family will have one (1) day, 24 hours, to confirm enrollment and submit paperwork to Ivy Bound Academy.

A copy of all pre and post lottery enrollment applications, waiting lists, and lottery results will be kept on file in the administrative office and will be readily available for inspection by district representatives. The information will be maintained for at least three years.

ELEMENT 9 – ANNUAL FINANCIAL AUDITS

“The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.”(Ed. Code § 47605(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

An annual independent fiscal audit of the books and records of IBA will be conducted as required under section 47605(b)(5)(I) and 47605(m), in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controllers Guide. The independent fiscal audit of Ivy Bound Academy will be public record to be provided to the public upon request.

An audit committee made up of IBA staff will research independent audit firms and make a recommendation to the Executive Board through a request for proposal format. The Executive Board will make final independent auditor selection. The auditor will have, at a minimum, a CPA and educational institution audit experience and approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars. The Executive Director, Business Manager and back office provider will work with the audit firm to provide any information requested.

The annual audit is completed within four months of the close of the fiscal year and a copy of the auditor's findings is forwarded to the LAUSD, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Principal, along with the audit committee, reviews any audit exceptions or deficiencies and reports to the IBA Board of Directors with recommendations on how to resolve them. The Board submits a report to LAUSD describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same.

Ivy Bound Academy shall promptly respond to all reasonable inquiries, including but not limited to, inquiries regarding financial records, from the District and shall consult with the District regarding any inquiries.

ELEMENT 10 – SUSPENSION AND EXPULSION PROCEDURES

“The procedures by which pupils can be suspended or expelled.” (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, Charter School shall identify and provide special education

programs and services at an appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Special Education Service Center.

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a 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 504 Plan, Charter School’s administrator will convene a Link Determination meeting to ask the following two questions:

1. Was the misconduct caused by, or directly and substantially related to the student’s disability?
2. Was the misconduct a direct result of the Charter School’s failure to implement 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:
 - Was the misconduct caused by, or directly and substantially related to the student's disability?
 - Was the misconduct a direct result of Charter School's failure to implement 504 Plan?

Notwithstanding 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.

DISCIPLINARY POLICY

Students learn best in an environment of clear expectations about behavioral and community norms that allows them to feel safe and nurtured. In order to maintain a positive learning community, IBA has developed a comprehensive set of student discipline policies through the work of a committee that includes input from interested parents/guardians, students and staff and LAUSD guidelines which include the Discipline Foundation Policy, the School Climate Bill of Rights, schoolwide positive behavior support, and discipline prevention. This includes tiered behavior responses and consequences, alternatives to suspension, and the Professional Development trainings provided to Charter School staff annually.. Each family receives a copy of this policy through the annual Parent and Student Handbook. Families verify annually that they have reviewed these policies with their children by signing acknowledgment forms at the beginning of the school year. A copy of the current student handbook is also available on the school website.

From the initial setting of expectations through the school's consistent reinforcement of student standards, IBA students will be constantly acculturated to the school's values and expectations. IBA will create a school environment in which inappropriate behavior is recognized by teachers, parents and students as harmful to the interests of all and, therefore, not acceptable and is based on the principles of being responsible and accountable for our actions.

IBA approaches schoolwide behavior management through the paradigm of teaching, monitoring, and rewarding students for positive behavior. This is done using a model of schoolwide positive behavior support. The use of this model emphasizes a proactive approach to preventing challenging behaviors, rather than a reactive approach to

perpetuating problem behaviors. This model addresses behavior management on a continuum of three levels of support:

- LEVEL 1: addresses a majority of students displaying minor infractions using preventative strategies such as communication with parents and demerits
- LEVEL 2: addresses students with continuing at risk behaviors; strategies include parent meetings, contracts, afterschool detention
- LEVEL 3: addresses students for whom other interventions have not worked and they require more individualized and specific interventions and behavior supports.

The school climate at IBA is one of support, understanding, and respect. Every effort is made to model appropriate behavior and to be proactive in preventing the need for challenging behavior.

Underlying this progressive behavior management approach is the notion that students must be in the classroom to learn. Therefore, every effort is made to limit time outside of the classroom due to behavior. Certain behavior expectations for the students are therefore essential to achieving these aims. Student attentiveness, cooperation, punctuality, an attitude of readiness to learn, being prepared and respect for peers, adults, and property are some of the requirements to stay learning focused. We have developed the I AM IVY BOUND campaign to create a schoolwide connection and language to support our goals.



I am IVY BOUND.

I am Scholarly.

I am prepared and punctual

I am intellectually curious

I strive for academic excellence

I am Honorable.

I respect my school, my peers, and myself

I am ethical, reliable, and diligent

I am trustworthy, kind, and humble

I am Visionary.

I contribute and participate positively

I cherish and preserve my environment

I am responsible for my past, present, and future



MERITS*

ACTIONS	# OF MERITS
Earn merits. Be Scholarly, Honorable, and Visionary.	Minimum of 1
Examples:	<ul style="list-style-type: none"> ● Offering extra assistance in class ● Asking/Answering thoughtful questions ● Putting others before yourself ● Modeling exceptional behavior consistently ● Being helpful towards teachers and peers ● Keeping the school clean ● Mentoring other students ● Being respectful towards staff and peers

DEMERITS**

ACTIONS	# OF DEMERITS
1. Violations to Scholarly Behavior	
a. Tardiness	1
b. Unpreparedness	1
c. Missing Assignments	1
d. Failing Grades	1
e. Inappropriate Website	1-4
2. Violations to Honorable Behavior	
a. Cheating / Plagiarism	1-4
b. Verbal / Physical Bullying	1-4
c. Stealing	1-4
d. Dishonesty	1
e. Foul Language	1
f. Inappropriate physical touching	1-4
g. Horseplay	1
h. Violent Aggression (hitting, kicking, etc.)	4
3. Violations to Visionary Behavior	
a. Uniform Violation	1
b. Eating/Drinking Without Permission	1
c. Gum	1
d. Negatively Impacting School Cleanliness	1
e. Vandalism	1-4
f. Cell Phone Violation	1

By utilizing a range of progressive disciplinary options, IBA will attempt to curtail misconduct before there is a need for more serious sanctions. Potential actions to minimize misbehavior include, but are not limited to:

- Additional assignments to be completed at home and/or at school, overseen by teachers.
- Parent meetings with teachers and/or School Principal

- Mandatory study hall during and/or after school
- Loss of incentives or privileges (for example, free dress day, field trip or special event)
- Daily conduct log, in which a student is required to get teacher acknowledgement of appropriate behavior after each class).
- Daily homework log, in which a student is required to get teacher acknowledgment of completion of homework before the end of each class period daily.

For ongoing misbehavior, or problems that were not corrected after earlier attempts, the following disciplinary options are available:

- In school suspension
- Written apology for misconduct and responsibility letter that outlines how better choices will be made in the future. Problematic choices are identified and addressed to learn from the mistakes made.
- Disciplinary probation/ contract with notice to parents and explanation of required improvement. *This contract does not indicate that violation will lead to immediate suspension; however, continued violation of contract will trigger a family meeting and could lead to suspension if the identified problems persist.*
- Referral to school counselor or other school support staff

IBA's School Principal, or designee, will bear primary responsibility for overseeing all student discipline referrals and based on the severity of the action, will respond fairly and appropriately. The designee is limited to the following Administrative staff, and only in the absence of the Principal: the Executive Director, Business Manager, Chief Operating Officer, Assistant Principal, or Office Manager. The School Principal or designee will document on the Student Discipline Report how the action was handled. The discipline report will be sent home to be signed by the student's parent or guardian and must be returned the following day. If the document is not returned, the parent is contacted to make sure they are aware of the incident and the student is allowed to return to class. A copy will be placed in the student's file and uploaded to Power School for the teachers to be aware. IBA seeks as often as possible to use alternatives to out of school suspension. Summer Professional Developments on Positive Behavior support are designed to indoctrinate new teachers into the positive behavior supports used school wide at IBA and uses returning teachers' feedback to minimize problems once the new school year begins. Positive Behavior supports at IBA include the I Am Ivy Bound campaign, the

merit system and “Get Caught Being Good” which focus on highlighting wanted behaviors and not always consequences for unwanted behavior. Additional Positive Behavior supports include recognition awards for Perfect Attendance, No Yellow Boxes, Honor Roll, ALEKS progress, Ambassadors, Scholars, News Team and Preservation Society. All of these opportunities to recognize student achievement aid us in encouraging wanted behaviors in all of our students. As follow up, discipline and demerits are reviewed in weekly Friday meetings to identify trends and address concerns. At these meetings teachers may be paired to work together if a pattern of problematic behavior is identified in one class but not another. Strategies and tips will be shared to make the student accountable and build relationships.

As outlined in the LAUSD’s School Climate Bill of Rights, Ivy Bound Academy supports the idea that student achievement begins with keeping students in a safe classroom and healthy environment conducive to learning and free from disruption. Ivy Bound Academy is also committed to closing the achievement gap by providing access to all students and providing a vigorous education that ensures all students will graduate high school and college prepared and career ready.

Therefore, Ivy Bound Academy has created a school environment that fosters a culture of respect, accountability and discipline grounded in positive behavior interventions and away from punitive approaches that infringe on instructional time. As outlined in LAUSD’s Guidelines for Student Suspensions, Ivy Bound Academy’s approach to suspensions, including supervised suspension, “should be utilized for adjustment purposes only, when other means of correction have failed to bring about proper conduct, and/or safety is at risk. As well as, provides alternatives to suspension that are age appropriate and designed to address and correct the student’s specific misconduct.” (BUL-5655.1)

As stipulated in the LAUSD Expulsion of Students bulletin, Ivy Bound Academy complies with the policy stating that, “expulsion should be regarded as a last resort of intervention and should be considered only for those offenses that the principals are mandated to recommend expulsion, other means of correction have failed to bring about proper conduct, or when the misbehavior poses a serious safety risk to others.” (BUL-4655.2)

Ivy Bound Academy has dedicated time and resources to develop and implement both our school wide behavior support plan and discipline policy. Time is set aside annually for administrative staff to attend trainings and include new and emerging best practices into our discipline program. Trainings are then provided to our staff both formally, and informally, to ensure that appropriate alternative consequences are being implemented schoolwide; this includes classroom management, relationship building and conflict resolution training. Significant time and attention is spent in weekly Friday meetings with staff to strategize and develop pro-active classroom behavior interventions that keep at-risk students in the classroom and minimize their ability to disrupt instruction.

Part of the training includes repeated discussion regarding alternatives to suspension and identifying problem areas currently seen on campus. The continuous review reinforces the idea that staff are to act as mediators, mentors and role models by modeling appropriate behavior intervention and conflict resolution techniques without engaging in a power struggle with the student. Examples of training topics are listed below.

TAKE ACTION...SET LIMITS...MAKE EXPECTATIONS CLEAR!

- An effective classroom management plan begins with a clear picture of what you expect in your classroom and around campus.
- Make sure your expectations for classroom behavior and assignments are clear.
- Remember consistency and accountability are important to the success of any plan!
- Use consequences that are instructional and a match to the misconduct. Remember that our goal is to minimize any loss of instructional time, so focus on ways to keep students in the classroom and make sure the consequence fits the infraction.
- Appropriate consequences are key in supporting a change to appropriate behavior. Examples include:
 - Loss of privileges, time out from activity
 - Written apology
 - Commitment letter/ positive classroom contribution plan
 - Parent conference
 - Friday afterschool detention
 - Conflict resolution and/or anger management work

THE STAFF'S ROLE...

- MENTORING;

GUIDING QUESTION:

Will this consequence help the student to learn a more appropriate behavior?

- Model appropriate and respectful responses
- Check for understanding and clarify what the unwanted behavior was.
- Teach and reinforce appropriate responses

- Two areas to address based on current school/classroom concerns

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- Name a discipline/suspension alternative for each area

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- What needs to be known/learned to be successful?

Students	Staff	Families	Students	Staff	Families

- Potential obstacles and solutions

Potential obstacles	Potential solutions	Potential obstacles	Potential solutions

- How will success be determined?

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The list below highlights alternatives to suspension utilized at IBA.

Coordinated Behavior Plan for Any Student whose behavior has	Create a structured, coordinated behavior plan specific to the student based on assessment. The behavior support plan focuses on identifying the function of the inappropriate behavior, working as a team to decrease inappropriate behavior and teach and reinforce desired behavior.
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impeded learning	
Alternative Programming	Changes in the student's schedule and/or classes. Assign the student to an alternative school or program, independent study or work experience program that is most tailored to the student's needs.
Behavior Monitoring	Monitor behavior (including study skills, work habits) and academics with daily report cards, behavior check-offs after each class, self charting of behaviors, and other strategies that provide feedback to the student.
Appropriate In-School Alternatives	Provide academic tutoring and behavior instruction, employing activities to develop social-emotional skills, social-cognitive skills, and work habits. Student integration of skills and consequent improvement in student conduct will result in student success and , subsequently, permission for the student to return to class.
Community Service	Assign pre-determined number of hours for community service, either in the school system or in the community.
Counseling	Refer students to group or individual counseling.
Parent Supervision in School	Invite and encourage parent to come to school to provide additional support and supervision.
Mini-Courses	Mandate or offer attendance at detention or Extended Friday School that would include short courses or modules on topics related to social-emotional behavior.
Restitution	Pay back can be financial or "in kind." This allows the student to feel empowered to restore or modify the school environment.
Problem Solving/Contracting	Directly teach problem-solving skills to assist student in electing alternative ways to behave. Develop a contract that includes both positive and negative consequences. Emphasize student choice.

Source: Reece Peterson, University of Nebraska - Lincoln & Russell Skiba, Indiana University, modified by Nancy Franklin

The school's Student Suspension and Expulsion Policy will promote learning and protect the safety and well being of all students at the school. Staff will enforce disciplinary rules and procedures fairly and consistently among all students. Corporal punishment shall not be used as a disciplinary measure with any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student. This commitment by IBA does not limit the rights of IBA employees to use force that is reasonable and necessary to protect the employee, student(s), staff or other persons, or to prevent damage to school property.

IN SCHOOL SUSPENSION

In school suspensions are given as an alternative to out of school suspensions. Full day in-school suspensions are limited to no more than 5 consecutive days. During in school suspensions, teachers provide the students with assignments to complete by the end of the school day for the length of the in school suspension.. If the student has questions about the assignments, the Principal or other certificated personnel provide support. If students with special needs are serving an in school suspension, they will be provided with all services and supports they would normally receive throughout the day by qualified credentialed personnel. In school suspensions are limited to more than 10 per year.

GROUNDS FOR SUSPENSION AND EXPULSION:

Students will be subject to discipline for misconduct occurring on school grounds, while going to or coming from school, during the snack and lunch periods, whether on or off the school campus or during, going to, or returning from a school-sponsored activity.

NON DISCRETIONARY SUSPENSION OR EXPULSION

It is a federal mandate that a school expel, for a period of not less than one year any student who is determined to have brought a firearm to school. In addition, in accordance with California Education Code 48915 (c) and (d), students will immediately be suspended and recommended for expulsion by the Principal upon a determination if any of the following occur at the school or at a school activity off campus

- Possessing, selling, or otherwise furnishing a firearm.
- Brandishing a knife at another person.
- Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
- Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 4890 or committing a sexual battery as defined in subdivision (n) of Section 4890.
- Possession of an explosive.

DISCRETIONARY SUSPENSION OR EXPULSION

In addition to the foregoing mandatory suspension/expulsion infractions, the Principal, or designee as explained above, may suspend or recommend for expulsion a student for any

of the following reasons as specified in the California Education Code sections 48900 and 48915 and any other sections of the California Education Code that may apply:

- **Physical Injury:** caused, attempted to cause, or threatened to cause physical injury to another person (Ed. Code 48900(a)(1)) or willfully used force or violence upon the person of another, except in self-defense (Ed. Code 48900(a)(2)). A violation can require notification to police
- **Weapons, Possession of Explosives, Dangerous Objects:** possessed, sold, or otherwise furnished any firearm, knife, possession of an explosive, or other dangerous object, unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred by the School Leader or designee of the School Leader (Ed. Code 48900(b)). Notification to police may be required.
- **Controlled Substances/ Alcohol:** unlawfully possessed, used, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind (Ed. Code 48900(c)). Notification to police may be required.
- **Substances in Lieu of Controlled Substances:** Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, alcoholic beverage, or an intoxicant of any kind and then either sold, delivered or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant (Ed. Code 48900(d)). Notification to police may be required.
- **Robbery or Extortion:** committed or attempted to commit robbery or an act of extortion (Ed. Code 48900(e)).
- **Damage to Property:** caused or attempted to cause damage to school property or private property- includes, but is not limited to, electronic files and databases. (Ed. Code 48900 (f)). Notification to police may be required.

Theft of Property: stole or attempted to steal school property or private property- includes, but is not limited to, electronic files and databases. (Ed. Code 48900 (g)). Notification to police may be required.

- **Tobacco:** possessed or used tobacco, or any products containing tobacco or nicotine products including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However,

this section does not prohibit use or possession by a pupil of his or her own prescription products. (Ed. Code 48900(h))

- Obscenity/ Profanity: committed an obscene act or engaged in habitual profanity or vulgarity. (Ed. Code 48900(i))
- Drug Paraphernalia: unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 1104.5 of the Health and Safety Code (Ed. Code 48900(j)) Notification to police may be required.
- Received Stolen Property: knowingly received stolen school property or private property- includes, but is not limited to, electronic files and databases. (Ed. Code 48900(l)) Notification to police may be required.
- Imitation Firearm: possession an imitation firearm, a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. (Ed. Code 48900(m)). Notification to police may be required

Harassment of Witness: harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both. (Ed. Code 48900(o). Pursuant to Ed. Code 48900, a violation could provide grounds for suspension.

- Soma: offering, selling, or negotiating to sell the prescription drug Soma. (Ed. Code 48900(p))
- Hazing: it is a violation to engage in hazing activities or any act that causes, or is likely to cause, personal humiliation or disgrace. (Ed. Code 48900(q) and 32050 - 32052) “Hazing” includes any method of initiation or pre-initiation into a student organization or student body, or any pastime or amusement engaged in with respect to these organizations which causes, or is likely to cause, bodily danger, physical harm, or personal degradation or disgrace resulting in physical or mental harm, to any pupil or other person attending IBA 2. “Hazing” shall not include athletic events or other similar contests or competitions.
- Sexual Harassment: committed sexual harassment (Ed. Code 48900.2), meaning an act which, upon review of a reasonable person of the same gender as the victim, is determined to be sufficiently severe or pervasive so as to cause negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. Sexual Harassment must be unwelcomed by the

recipient in order to constitute a violation of Ed. Code 48900.2 and only students in grades 4 -12 are subject to suspension for sexual harassment.

- Hate Violence: caused, attempted to cause, threatened to cause, or participated in an act of hate violence, (Ed. Code 48900.3). Notification to police is required for students in grades K - 12. The definition of hate violence is the use of force or threat of force to intimidate a person in the exercise of a constitutional or statutory right, or damage or destruction of property for the purpose of intimidating or interfering with a person because of that individual's "race, color, religion, ancestry, national origin, disability, gender, or sexual orientation."
- Intentional Harassment: created a hostile educational environment (Ed. Code 48900.4) The definition of intentional harassment is the engaging in harassment, threats, or intimidation directed against a student or group of students, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of creating substantial disorder and invading the rights of the students or group of students by creating an intimidating or hostile educational environment
Terrorist Threats Against School Officials and/or Property: committed a terrorist threat against school officials, school property or both (Ed. Code 48900.7). The definition of a "terrorist threat" includes any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in: death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in a sustained fear for his or her own safety, his or her immediate family's safety, the protection of school property, and/or the personal property of the person threatened or his or her immediate family. Notification to police may be required.
- Bullying: Ed. Code 48900(r) prohibits acts of bullying that are directed specifically toward a student or school personnel, including bullying by means of an electronic act (cyber bullying).
- Vandalism/ Malicious Mischief: prohibited conduct includes defacing, damaging or destroying any school property including: books, supplies of all kinds, equipment, buildings and grounds. Parents can be held financially liable for damages up to \$10,000 and can also be liable for the amount of any reward not exceeding \$10,000 pursuant to Section 53069.5 of the Government Code (Ed. Code 48904).

SUSPENSION

With respect to the mandatory violations set forth in Ed Code 48900 subsections (a) – (e) for any of the enumerated acts listed below:

- Physical injury
- Weapons, possession of explosive or dangerous objects
- Controlled substances or alcohol
- Substances in lieu of controlled substances
- Robbery or extortion

, an out-of-school suspension may be authorized for a first offense.

With respect to the remaining violations set forth above, except as otherwise noted, a suspension is permitted only when other corrective actions have repeatedly failed to bring about the proper conduct. However, prior corrective action is not a prerequisite if a student's presence would cause a continuing danger to person's or property. (Ed. Code 48900.5)

SUSPENSION PROCEDURES

STEP ONE:

The School Principal, designee or teacher investigates the incident and determines whether or not it potentially merits suspension. This includes interviews of witness(es), review of videotapes if available, and review of written statements of witnesses.. In addition, in order to investigate an incident, or where there is reasonable suspicion, a student's attire, personal property, vehicle or school property, including books, desks, and school lockers, may be searched by the School Principal or designee who has a reasonable suspicion that a student possesses illegal items or illegally obtained items. These may include illegal substances, drug paraphernalia, weapons or other objects or substances that may be injurious to the student or others. Illegally possessed items shall be confiscated and turned over to the police.

STEP TWO:

An informal conference conducted by the School Principal, will be held, with the student and the student's parent to discuss the circumstances relevant to the potential suspension. Before the decision to suspend is made, the student will be given the opportunity to

respond to the allegations being made. This conference may be omitted if the School Principal determines that an emergency situation exists. An emergency situation involves a clear and present danger to the lives, safety or health of students or school personnel. If the student is suspended without a conference, the parents will be notified and asked to immediately pick up the student. The student will remain in the presence of the School Principal or designee until the parents arrive. At that time, a conference will be conducted with the parent to explain the school's concerns. If the school is unable to reach a parent or guardian after all avenues are exhausted, the police department will be notified to pick up the student.

STEP THREE:

The length of the suspension will be determined by the School Principal based on the severity of the offense(s), as evidenced by witness statements, physical evidence, and other relevant factors. The length of suspension for students may not exceed a period of 5 continuous days. A student may be suspended from school for not more than 20 school days in any school year; a Special Education student shall not be suspended for more than 10 days each school year.

STEP FOUR:

A notice of Suspension form is prepared for the student and parents and sent via email and U.S. mail, with the specific offense committed, the time of a student's suspension and the date and time the student may return to school. A copy of this form will be placed in to the student's cumulative folder. Arrangements will be made to provide the student with classroom material and current assignments to be completed at home and will be available for pick up at the school during the length of the suspension.

STEP FIVE:

The School Principal determines whether the offense warrants a report to law enforcement authorities. California law requires that IBA report certain offenses to law enforcement authorities (Ed. Code 48902). In such cases, the appropriate law enforcement agencies will be notified. In addition to the offenses listed under "Mandatory Expulsion/ Suspension" that require a police report, school personnel may be required by law, to file a report to the police or a legal agency as follows:

- prior to suspending a student from school for an assault upon any person with a deadly weapon or by force likely to produce great bodily injury (Ed. Code 48902)

- a non-accidentally inflicted physical injury upon a minor student by another student which requires medical attention beyond the level of school applied first aid. (Penal Code 11166)
- a non-accidentally inflicted physical injury by any person upon any minor which requires any medical attention. A report must be made to police or a child protection agency. (Penal Code 11166)
- actual or suspected sexual abuse or physical abuse of any minor child. A report must be made to a child protection agency. (Penal Code 11166)
- an attack or assault on, or the menacing of, any school employee by a student. (Ed. Code 44014)
- a directly communicated threat by a student or any person to inflict unlawful injury upon the person or property of a school employee to keep the employee from fulfilling any official duty or for having fulfilled any official duty.
- possession of any controlled substance, drug paraphernalia, alcoholic beverages or intoxicants, including glue containing toluene. Possession of such materials is illegal, and upon confiscation, cannot be retained by school personnel. (Ed. Code 48900(c))
- acts of school misconduct in violation of court imposed conditions on probation. (Ed. Code 48267)
- truancy of any student under court ordered mandatory attendance.

STEP SIX:

The School Principal or designee informs teachers of each student who has engaged in, or been suspected to have been engaged in, any misconduct for which the student may be suspended other than for use and possession of tobacco products. The information must be maintained in confidence and transmitted to teachers and supervisory personnel in confidence for a period of three years after receiving such notification or from the time the student returns to the school. (Ed. Code 49079)

The Principal, or designee, will collect and provide the suspended student with classroom material and current assignments to be completed at home during the length of the suspension. Written or email notification, listing all required assignments, are sent to the student's parents and all needed materials are left in the front office for parents to pick up. Students take all tests and quizzes missed upon their return to school.

PROCEDURES IN CASES INVOLVING A SUSPENSION PENDING A HEARING TO EXPEL

A suspension may be extended if a hearing to expel is being processed by the Administrative Panel. However, such an extension is only permissible if the School Principal or his/her designee has determined, following a meeting with the student (to which the parents have been invited to participate) that the ongoing presence of the student at the school would cause a danger to persons or property. IBA will make every effort to expedite the process to hold an expulsion hearing when a recommendation for expulsion has been made. During those intervening days, the student will continue to work on class assignments that will be provided to the parents and have access to ALEKS so that they are on track to begin instruction in a new academic setting. In the interim, the Charter School will remain in contact with the family to ensure that suitable enrollment is found and that the student is re-enrolled as quickly as possible.

APPEALS PROCESS

A student or the student's parents/guardians may appeal a suspension that is imposed upon a student for his/her school related offenses. An appeal in writing may be made to Ivy Bound Academy and directed to the Executive Director. Such appeals shall be resolved with a written response within ten (10) school days. After appeal at the Ivy Bound Academy administrative level is denied, if further review by the family is desired, the appeal may be extended to the Ivy Bound Academy Executive Board of Directors for resolution with a written response which may necessitate a special board meeting depending on the board's calendar of meetings. The Board Meeting and decision will be made within 5 school days of receipt. If an appeal is denied, the parent may submit a written rebuttal to the Charter School regarding the decision and it will be included in the student's cumulative file. As addressed in Ed. Code 48903(a), the total number of days for which a pupil may be suspended from school shall not exceed 20 school days in any school year or 10 school days for students with IEPs, unless for purposes of adjustment, a pupil enrolls in or is transferred to another regular school, an opportunity school or class, or a continuation education school or class, in which case the total number of school days for which the pupil may be suspended shall not exceed 30 days in any school year.

EXPULSION PROCEDURES

Expulsion is the removal of a student from all schools and programs of Ivy Bound Academy for an extended period of time for acts of specified misconduct. Except for mandatory grounds for expulsion, expulsion is used only where there is a history of misconduct, when other forms of discipline, including suspension, have failed to bring

about proper conduct, or when the student's presence causes a continuing danger to other students. Final action is only taken by vote of the Administrative Panel

STEP ONE:

If the School Principal or his/her designee recommends expulsion, the School shall provide written notice to the student and parents/guardians within 24 hours of the rights and responsibilities enumerated in Education Code section 48918, including:

(a) (1) The pupil shall be entitled to a hearing to determine whether the pupil should be expelled. An expulsion hearing shall be held within 30 school days after the date the School Principal determines that the pupil has committed any of the acts enumerated in Section 48900, unless the pupil requests, in writing, that the hearing be postponed. The adopted rules and regulations shall specify that the pupil is entitled to at least one postponement of an expulsion hearing, for a period of not more than 30 calendar days. Any additional postponement may be granted at the discretion of the Administrative Panel.

(2) Within 10 school days after the conclusion of the hearing, the Administrative Panel shall decide whether to expel the pupil, unless the parent/ guardian requests in writing that the decision be postponed. The administrative panel shall decide whether to expel the pupil within 40 school days after the date of the pupil's removal from his or her school of attendance for the incident for which the recommendation for expulsion is made by the School Principal, unless the parent/ guardian requests in writing that the decision be postponed.

(3) If compliance by the Administrative Panel with the time requirements for the conducting of an expulsion hearing under this subdivision is impracticable during the regular school year, the Governing Board may, for good cause, extend the time period for the holding of the expulsion hearing for an additional five school days. If compliance by the Administrative Panel with the time requirements for the conducting of an expulsion hearing under this subdivision is impractical due to a summer recess of more than two weeks, the days during the recess period shall not be counted as school days in meeting the time requirements. The days not counted as school days in meeting the time requirements for an expulsion hearing because of a summer recess shall not exceed 20 school days, as defined in subdivision (c) of Section 48925, and unless the pupil requests in writing that the expulsion hearing be postponed, the hearing shall be held not later than 20 calendar days before the first day of school for the school year. Reasons for the extension of the time for the hearing shall be included as a part of the record at the time the expulsion hearing is conducted. Upon the commencement of the hearing, all matters shall be pursued and conducted with reasonable diligence and shall be concluded without any unnecessary delay.

(b) Written notice of the hearing shall be forwarded to the pupil at least 10 calendar days before the date of the hearing. The notice shall include all of the following:

- (1) The date and place of the hearing.
- (2) A statement of the specific facts and charges upon which the proposed expulsion is based.
- (3) A copy of the disciplinary rules of the charter school that relate to the alleged violation.
- (4) A notice of the parent, guardian, or pupil's obligation pursuant to subdivision (b) of Section 48915.1.
- (5) Notice of the opportunity for the pupil or the pupil's parent or guardian to appear in person or to be represented by legal counsel or by a non attorney advisor, to inspect and obtain copies of all documents to be used at the hearing, to confront and question all witnesses who testify at the hearing, to question all other evidence presented, and to present oral and documentary evidence on the pupil's behalf, including witnesses. In a hearing in which a pupil is alleged to have committed or attempted to commit a sexual assault as specified in subdivision (n) of Section 48900 or to have committed a sexual battery as defined in subdivision (n) of Section 48900, 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. This subdivision shall not preclude the person presiding over an expulsion hearing from removing a support person whom the presiding person finds is disrupting the hearing. If one or both of the support persons is also a witness, the provisions of Section 868.5 of the Penal Code shall be followed for the hearing. This section does not require a pupil or the pupil's parent or guardian to be represented by legal counsel or by a non attorney adviser at the hearing.

(A) For purposes of this section, "legal counsel" means an attorney or lawyer who is admitted to the practice of law in California and is an active member of the State Bar of California.

(B) For purposes of this section, "non attorney advisor" means an individual who is not an attorney or lawyer, but who is familiar with the facts of the

case, and has been selected by the pupil or pupil's parent or guardian to provide assistance at the hearing.

(c) (1) Notwithstanding Section 35145, the Administrative Panel of the school district shall conduct a hearing to consider the expulsion of a pupil in a session closed to the public, unless the parent/guardian requests, in writing, at least five days before the date of the hearing, that the hearing be conducted at a public meeting. Regardless of whether the expulsion hearing is conducted in a closed or public session, the Administrative Panel may meet in closed session for the purpose of deliberating and determining whether the pupil should be expelled.

(2) If the administrative panel appointed under subdivision (d) to conduct the hearing admits any other person to a closed deliberation session, the parent or guardian of the pupil, the pupil, and the counsel of the pupil also shall be allowed to attend the closed deliberations.

(3) If the hearing is to be conducted at a public meeting, and there is a charge of committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or to commit a sexual battery as defined in subdivision (n) of Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm, including, but not limited to, videotaped deposition or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

(d) Instead of conducting an expulsion hearing itself, the Administrative Panel may contract with the county hearing officer, or with the Office of Administrative Hearings pursuant to Chapter 14 (commencing with Section 27720) of Part 3 of Division 2 of Title 3 of the Government Code and Section 35207 of this code, for a hearing officer to conduct the hearing. The hearing shall be conducted in accordance with all of the procedures established under this section.

(e) Within three school days after the hearing, the hearing officer or administrative panel shall determine whether to recommend the expulsion of the pupil to the governing board. If the hearing officer or administrative panel decides not to recommend expulsion, the expulsion proceedings

shall be terminated and the pupil immediately shall be reinstated and permitted to return to the classroom instructional program from which the expulsion referral was made, unless the parent, guardian, or responsible adult of the pupil requests another school placement in writing. Before the placement decision is made by the parent, guardian, or responsible adult, the Administrative Panel shall consult with school personnel, including the pupil's teachers, and the parent, guardian, or responsible adult regarding any other school placement options for the pupil in addition to the option to return to his or her classroom instructional program from which the expulsion referral was made. If the hearing officer or administrative panel finds that the pupil committed any of the acts specified in subdivision (c) of Section 48915, but does not recommend expulsion, the pupil shall be immediately reinstated. The decision not to recommend expulsion shall be final.

(f) (1) If the hearing officer or administrative panel recommends expulsion, findings of fact in support of the recommendation shall be prepared and submitted to the governing board. All findings of fact and recommendations shall be based solely on the evidence adduced at the hearing. If the governing board of the school accepts the recommendation calling for expulsion, acceptance shall be based either upon a review of the findings of fact and recommendations submitted by the hearing officer or panel or upon the results of any supplementary hearing conducted pursuant to this section that the governing board of the school may order.

(2) The decision of the governing board of the school to expel a pupil shall be based upon substantial evidence relevant to the charges adduced at the expulsion hearing or hearings. Except as provided in this section, no evidence to expel shall be based solely upon hearsay evidence. The Administrative Panel or the hearing officer may, upon a finding that good cause exists, determine that the disclosure of either the identity of a witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the governing board, the hearing officer or administrative panel. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the parents/ guardian of the pupil.

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

(h) (1) Technical rules of evidence shall not apply to the hearing, but relevant evidence may be admitted and given probative effect only if it is the kind of evidence upon which reasonable persons are accustomed to

rely in the conduct of serious affairs. A decision of the governing board of the school to expel shall be supported by substantial evidence showing that the pupil committed any of the acts enumerated in Section 48900.

(2) In hearings that include an allegation of committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or to commit a sexual battery as defined in subdivision (n) of Section 48900, 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 be heard. Before the person conducting the hearing makes the determination on whether extraordinary circumstances exist requiring that specific instances of a complaining witness' prior sexual conduct be heard, the complaining witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, guardian, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

(i) (1) Before the hearing has commenced, the Administrative Panel may issue subpoenas at the request of the charter schools for the personal appearance of percipient witnesses at the hearing. All subpoenas shall be issued in accordance with Sections 1985, 1985.1, and 1985.2 of the Code of Civil Procedure. Enforcement of subpoenas shall be done in accordance with Section 11455.20 of the Government Code.

(2) Any objection raised by the pupil to the issuance of subpoenas may be considered by the Administrative Panel in closed session, or in open session, if so requested by the pupil's parent or guardian before the meeting. Any decision by the Administrative Panel in response to an objection to the issuance of subpoenas shall be final and binding.

(3) If the hearing officer or administrative panel determines, in accordance with subdivision (f), that a percipient witness would be subject to an unreasonable risk of harm by testifying at the hearing, a subpoena shall not be issued to compel the personal attendance of that witness at the hearing. However, that witness may be compelled

to testify by means of a sworn declaration as provided for in subdivision (f).

(4) Service of process shall be extended to all parts of the state and shall be served in accordance with Section 1987 of the Code of Civil Procedure. All witnesses appearing pursuant to subpoena, other than the parties or officers or employees of the state or any political subdivision of the state, shall receive fees, and all witnesses appearing pursuant to subpoena, except the parties, shall receive mileage in the same amount and under the same circumstances as prescribed for witnesses in civil actions in a superior court. Fees and mileage shall be paid by the party at whose request the witness is subpoenaed.

(j) Whether an expulsion hearing is conducted before a hearing officer or administrative panel, final action to expel a pupil shall be taken only by the governing board of the charter school in a public session. Written notice of any decision to expel or to suspend the enforcement of an expulsion order during a period of probation shall be sent by the School Principal or his or her designee to the pupil or the pupil's parent or guardian and shall be accompanied by all of the following:

(1) Notice of the right to appeal the expulsion to the county board of education.

(2) Notice of the education alternative placement to be provided to the pupil during the time of expulsion.

(3) Notice of the obligation of the parent, guardian, or pupil under subdivision (b) of Section 48915.1, upon the pupil's enrollment in a new school, to inform that school of the pupil's expulsion.

(k) (1) The governing board of the school shall maintain a record of each expulsion, including the cause for the expulsion. Records of expulsions shall be nonprivileged, disclosable public records.

(2) The expulsion order and the causes for the expulsion shall be recorded in the pupil's mandatory interim record and shall be forwarded to any school in which the pupil subsequently enrolls upon receipt of a request from the admitting school for the pupil's school records.

STEP TWO:

Students recommended for expulsion will be entitled to a hearing before an Administrative Panel to determine whether or not the student should be expelled. Unless postponed by the Administrative Panel for good cause, the hearing with the Administrative Panel will be held within 30 days after the School Principal has made an expulsion recommendation or unless the student and parent/guardian request a postponement. Likewise, the hearing shall not be held less than ten days following the written notification of due process rights unless the student and family/guardian waive their rights to ten days' notice in writing to the Charter School. (Ed. Code 48918)

STEP THREE:

A student may be expelled following a hearing before an Administrative Panel to be assigned by the Board. The Administrative Panel will consist of three to five certificated administrators from other charter schools and teachers from the school site who are not teachers of the pupil or teachers involved in the incident, and (1-2) Board members of the Charter School's governing board. This will ensure that the Administrative Panel is impartial and there are no conflicts of interest present. Every effort will be made to have an odd number of Panel members to avoid a split decision. The Administrative Panel may recommend for expulsion any student found to have committed an expellable offense and any additional findings, as applicable.

In connection with such a hearing, no school leader or other school personnel who were involved in the underlying disciplinary action shall participate in any vote by the governing board or designated committee thereof. The hearing will follow the procedures identified in Ed. Code 48918 and as outlined in step one above, and the student shall have the right to be represented by an advocate. The student's advocate can be any person, attorney or non-attorney, of the student's choice who is willing and able to represent the student at the expulsion hearing. The student and his/her advocate may present their evidence and arguments, question witnesses, call witnesses, and present materials to the board for consideration. The hearing will be tape recorded, and a copy made available to the student/family, if requested. And, if necessary, a translator will be present at the hearing.

STEP FOUR:

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. If, due to a written request by the expelled student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault as defined in section 261, 266c, 286, 288, 288a, or

289 of the Penal Code or committing a sexual battery as defined in Section 243.4 of the Penal Code and Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

In hearings that include an allegation of committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or to commit a sexual battery as defined in subdivision (n) of Section 48900, 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 be heard. Before the person conducting the hearing makes the determination on whether extraordinary circumstances exist requiring that specific instances of a complaining witness' prior sexual conduct be heard, the complaining witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, guardian, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

(i) (1) Before the hearing has commenced, the governing board of the school may issue subpoenas at the request of either the School Principal or the Principal's designee or the pupil, for the personal appearance of percipient witnesses at the hearing. After the hearing has commenced, the governing board of the school or the hearing officer or administrative panel may, upon request of either the School Principal or the Principal's designee or the pupil, issue subpoenas. All subpoenas shall be issued in accordance with Sections 1985, 1985.1, and 1985.2 of the Code of Civil Procedure. Enforcement of subpoenas shall be done in accordance with Section 11455.20 of the Government Code.

(2) Any objection raised by the School Principal or the Principal's designee or the pupil to the issuance of subpoenas may be considered by the governing board of the school in closed session, or in open session, if so requested by the pupil's parent/guardian before the meeting. Any decision by the governing board of the school in response to an objection to the issuance of subpoenas shall be final and binding.

(3) If the governing board of the school, hearing officer, or administrative panel determines, in accordance with subdivision (f), that a percipient witness would be subject to an unreasonable risk of harm by testifying at the hearing, a subpoena shall not be issued to compel the personal attendance of

that witness at the hearing. However, that witness may be compelled to testify by means of a sworn declaration as provided for in subdivision (f).

(4) Service of process shall be extended to all parts of the state and shall be served in accordance with Section 1987 of the Code of Civil Procedure. All witnesses appearing pursuant to subpoena, other than the parties or officers or employees of the state or any political subdivision of the state, shall receive fees, and all witnesses appearing pursuant to subpoena, except the parties, shall receive mileage in the same amount and under the same circumstances as prescribed for witnesses in civil actions in a superior court. Fees and mileage shall be paid by the party at whose request the witness is subpoenaed.

STEP FIVE

Within three school days after the hearing, the Administrative Panel shall decide whether or not to approve the recommendation to expel. In connection with such a decision, no school leader or other school personnel who were involved in the underlying disciplinary action shall participate in any vote by the governing board or Administrative Panel thereof. Any decision to accept the recommendation to expel must be based upon a finding of facts derived from the evidence presented to the Administrative Panel. Any decision to expel must be based upon substantial evidence relevant to the charges adduced at the expulsion hearing. In the case of expulsion, the parent/guardian will enroll the student in another school.

Parents have the right to appeal expulsions to the full board of IBA. A written notice outlining the findings from the expulsion hearing will be completed within three (3) from the date of the hearing. A copy of the findings will be provided to the parents via electronic mail and U.S. Mail. A parent must submit an appeal within 10 days of being informed of the expulsion decision by the board's Administrative Panel. In the event of an appeal request, the appeal will be heard by the governing board of IBA, minus any board members that may have been a part of the original Administrative Panel.

The Administrative Panel, upon voting to expel a pupil, may suspend the enforcement of the expulsion order for period of not more than one calendar year. And as a result may, as a condition of the suspension of enforcement, assign the pupil to a school, class, or program that is deemed appropriate for the rehabilitation of the pupil. The rehabilitation program to which the pupil is assigned may require the involvement of the pupil's parent

or guardian in the child's education in ways that are specified in the rehabilitation program. A parent or guardian's refusal to participate in the rehabilitation program will not be considered in the Administrative Panel's determination as to whether the pupil has satisfactorily completed the rehabilitation program. (Ed. Code 48917) IBA will hold a readmission hearing to potentially lift the expulsion at the end of the term of the expulsion.

ELEMENT 11 – EMPLOYEE RETIREMENT SYSTEMS

“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” (Ed. Code § 47605(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, per applicable legal and retirement plan requirements.

Staff at IBA participates in the federal social security system and have access to other school-sponsored retirement plans according to policies adopted by the Board of Directors for the school’s employees. A recommendation for a change to the current retirement plan offered to IBA employees must be presented to the Board of Directors by a committee of stakeholders that must include representatives of the administrative, teaching, and clerical staff.

IBA teachers participate in the State Teachers Retirement System and IBA coordinates such participation, as appropriate, with the social security system or other reciprocal systems. IBA, as a participant in STRS, will work directly with the Los Angeles County Office of Education to forward in a timely fashion any required payroll deductions and related data. Full-time certificated employees as participants in the State Teacher Retirement System (STRS) will contribute the required percentage (currently 8%), and IBA will contribute the employer’s portion required by STRS (currently 8.25%). All withholdings from employees and IBA are forwarded to the STRS Fund as required.

Employees accumulate service credit years in the same manner as all other members of STRS. IBA reports STRS contributions to LACOE in a timely manner and in a format acceptable to LACOE.

Non-certificated employees participate in the Social Security system. A 403B retirement program may be offered to non-teacher employees who cannot participate in STRS.

The Principal in coordination with the on site business manager and the Charter School Management Corporation (CSMC) will ensure appropriate arrangements for STRS, 403B, and Social Security coverage.

IBA accepts and understands its obligations to comply with specific sections of the Education Code Section 47611.

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.

The governing board of a school district shall not require any pupil enrolled in the school district to attend a charter school.

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).)

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

Any Dispute between the District and Charter School 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.

All Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director

Charter Schools Division

Los Angeles Unified School District

333 South Beaudry Avenue, 20th Floor

Los Angeles, California 90017

Ivy Bound Academy

c/o Kiumars Arzani

15355 Morrison Street

Sherman Oaks, CA 91403

2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

3) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Each party shall bear its own attorneys’ fees, costs and expenses associated with the mediation. The mediator’s fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 120 days from the date of either party’s request for mediation following the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the Dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

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

ELEMENT 15 – 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 if Charter School commits a breach of any provision set forth in a policy related to charter schools adopted by the District Board of Education and/or any provisions set forth in the Charter Schools Act of 1992. 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 EducationCode section 47607.3.

CLOSURE ACTION

The decision to close Charter School, either by the governing board of Charter School or by the LAUSD Board of Education, 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; 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 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, Charter School payroll records, 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 by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- b. Make final federal tax payments (employee taxes, etc.)
- c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

In the event that Ivy Bound Academy closes, the Executive Director will be designated the person responsible for conducting and overseeing all closure related procedures and activities, and allocate sufficient funding for, or otherwise determine how IBA will fund these activities. At the discretion of the Executive Director, closure related procedures and activities will be assigned to other administrative officers of the charter school as listed below:

Notification of Closure Action: School Principal

Records Retention and Transfer: Chief Operating Officer and Office Manager

FINANCIAL CLOSE-OUT: BUSINESS MANAGER AND BACK OFFICE PROVIDER

DISPOSITION OF LIABILITIES AND ASSETS: EXECUTIVE DIRECTOR, BUSINESS MANAGER AND IT DEPARTMENT

ADDITIONAL PROVISIONS

FACILITIES

DISTRICT-OWNED FACILITIES

If Charter School is using District facilities as of the date of the submittal 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.

Notwithstanding any provision of any existing agreement for the use of District facilities, no renewal, extension of the term, material revision, or amendment, of a charter petition shall automatically renew or extend the term of any agreement for the use of District facilities, including but not limited to Proposition 39 agreements. 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. Proposition 39 Single Year Co-Location Use Agreements shall be limited to one (1) school year and expire on the date stated in said instrument.

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 shall not exceed five (5) years or shall be co-terminous with the approved Charter, whichever is shorter. 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 school site or facility, Charter School shall provide adequate documentation to the CSD that the 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, or notices issued by the authorized building and safety agency or the District. 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 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), 40C.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] 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 ("Board of Education") as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.
2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment or other assets. Minimum amount of coverage shall be \$500,000 per occurrence and \$500,000 general aggregate, with no self-insured retention.
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 \$3,000,000 per occurrence and \$3,000,000 general aggregate.
7. Sexual Molestation and Abuse coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.
8. Employment Practices Legal Liability coverage with limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
9. Excess/umbrella insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies. *The policy shall be endorsed to name the Los Angeles Unified School District and 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 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.

INTERNAL FISCAL CONTROLS

Charter School shall develop and maintain sound internal fiscal control policies governing all financial activities.

District Required Language Addendum
Ivy Bound Academy of Math, Science and
Technology Charter Middle School

Los Angeles Unified School District

**District Required Language
for
Independent
Charter School Petitions
(New and Renewal)
and
Material Revisions**

2016-2017

Updated September 6, 2016

LOS ANGELES UNIFIED SCHOOL DISTRICT
Charter Schools Division
333 South Beaudry Avenue, 20th Floor
Los Angeles, CA 90017
213-241-0399

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Assurances, Affirmations, and Declarations

[Charter School] (also referred to herein as “[short form of school name]” 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).)
- 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 by or as 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 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 (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 annual update.” (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 the requirements of Education Code sections 60851.5 and 60851.6.

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 (ELs) 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 academic core 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 (on or about October 1), 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 Master Plan. If Charter School chooses to implement its own EL plan, the plan shall include, but is not limited to, the following:

- How English Learners' 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, 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 the requirements of the LAUSD Special Education Local Plan Area ("SELPA") Local Plan for Special Education.

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, CSIS 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, CSIS 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, CSIS 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, CSIS 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 (Local Control Funding Formula) and AB 484, as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

STANDARDIZED TESTING

Charter School agrees to comply with and adhere to state requirements for participation and administration of all state-mandated tests, including computer-based assessments. Charter School shall submit and maintain up-to-date and accurate 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 policy as it relates to charter schools, as they may be amended from time to time.

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, and shall otherwise enter into all transactions and conduct business with all persons and entities, including related parties, at 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 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 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 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 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, OEHS, 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, which must include but is not limited to provisions for building and site emergency evacuation and the acquisition and maintenance of adequate onsite emergency supplies. Charter School shall ensure that all staff members receive annual training on Charter School’s health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

Charter School shall 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 and officers, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

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

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

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.

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 state law 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, 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, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Special Education Service Center.

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a 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 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 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 504 Plan?

Notwithstanding 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, per 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).)

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

Any Dispute between the District and Charter School 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.

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

Director/Principal
Charter School
[See Element 14]

- 2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Each party shall bear its own attorneys’ fees, costs and expenses associated with the mediation. The mediator’s fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 120 days from the date of either party’s request for mediation following the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the Dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 4) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California. Each party shall bear its own attorney’s fees, costs and expenses associated with the arbitration. The arbitrator’s fees and the administrative fees of the arbitration shall be shared equally among the parties. However, any party who fails or refuses to submit to arbitration as set forth herein shall bear all attorney’s fees, costs and expenses incurred by such other party in compelling arbitration of any controversy or claim.

Element 15 – 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 if Charter School commits a breach of any provision set forth in a policy related to charter schools adopted by the District Board of Education and/or any provisions set forth in the Charter Schools Act of 1992. 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, either by the governing board of Charter School or by the LAUSD Board of Education, 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; 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 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, Charter School payroll records, 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 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

District-Owned Facilities

If Charter School is using District facilities as of the date of the submittal 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.

Notwithstanding any provision of any existing agreement for the use of District facilities, no renewal, extension of the term, material revision, or amendment, of a charter petition shall automatically

renew or extend the term of any agreement for the use of District facilities, including but not limited to Proposition 39 agreements. 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. Proposition 39 Single Year Co-Location Use Agreements shall be limited to one (1) school year and expire on the date stated in said instrument.

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 shall not exceed five (5) years or shall be co-terminous with the approved Charter, whichever is shorter. 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 school site or facility, Charter School shall provide adequate documentation to the CSD that the 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, or notices issued by the authorized building and safety agency or the District. 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 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] 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 ("Board of Education") as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.
2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student

transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.

4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment or other assets. Minimum amount of coverage shall be \$500,000 per occurrence and \$500,000 general aggregate, with no self-insured retention.
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 \$3,000,000 per occurrence and \$3,000,000 general aggregate.
7. Sexual Molestation and Abuse coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.
8. Employment Practices Legal Liability coverage with limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
9. Excess/umbrella insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies. *The policy shall be endorsed to name the Los Angeles Unified School District and 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 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.

Internal Fiscal Controls

Charter School shall develop and maintain sound internal fiscal control policies governing all financial 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).)