

Appendix

A

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: FEB 02 2007

ALTERNATIVE SCHOOLS INC
DBA IVY ACADEMIA
DBA IVY ACADEMIA PTA
C/O IVY ACADEMIA
6051 DE SOTO AVE
WOODLAND HILLS, CA 91367

Employer Identification Number:
20-0962395
DLN:
606122045
Contact Person:
JEFFERY A CULLEN ID# 31215
Contact Telephone Number:
(877) 829-5500

Accounting Period Ending:
June 30
Public Charity Status:
170(b)(1)(A)(ii)
Form 990 Required:
Yes
Effective Date of Exemption:
May 11, 2004
Contribution Deductibility:
Yes

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

Please see enclosed Information for Exempt Organizations Under Section 501(c)(3) for some helpful information about your responsibilities as an exempt organization.

If you distribute funds to other organizations, your records must show whether they are exempt under section 501(c)(3). In cases where the recipient organization is not exempt under section 501(c)(3), you must have evidence the funds will be used for section 501(c)(3) purposes.

If you distribute funds to individuals, you should keep case histories showing the recipient's name and address; the purpose of the award; the manner of selection; and the relationship of the recipient to any of your officers, directors, trustees, members, or major contributors.

Letter 947 (DO/CG)

ALTERNATIVE SCHOOLS INC

We have sent a copy of this letter to your representative as indicated in your power of attorney.

Sincerely,



Lois G. Lerner
Director, Exempt Organizations
Rulings and Agreements

Enclosures: Information for Organizations Exempt Under Section 501(c)(3)

Letter 947 (DO/CG)

Appendix

B

8:09 PM
01/11/10
Accrual Basis

Ivy Academia School
Profit & Loss
July 2008 through June 2009

	<u>Jul '08 - Jun 09</u>
Income	
8000 · STATE REVENUES	6,198,991.00
8200 · FEDERAL REVENUES	352,039.00
8600 · LOCAL & OTHER REVENUES	<u>1,390,380.63</u>
Total Income	<u>7,941,410.63</u>
Gross Profit	7,941,410.63
Expense	
1000 · CERTIFICATED SALARIES	3,161,109.33
2000 · NON-CERTIFICATED SALARIES	694,333.91
3000 · EMPLOYEE BENEFITS	831,325.90
4000 · BOOKS & SUPPLIES	302,780.29
5000 · SERVICES, ETC.	1,804,331.43
66900 · Reconciliation Discrepancies	-1.59
7000 · OTHER OUTGO	<u>144,681.94</u>
Total Expense	<u>6,938,561.21</u>
Net Income	<u><u>1,002,849.42</u></u>

Ivy Academia School
Balance Sheet
 As of June 30, 2009

	<u>Jun 30, 09</u>
ASSETS	
Current Assets	
Checking/Savings	
9120 · WCB Bank Checking	13,553.72
9130 · Wells Fargo Checking	942,886.82
9132 · Wells Fargo Savings	40.03
Total Checking/Savings	<u>956,480.57</u>
Accounts Receivable	
1201 · *Accounts Receivable	1,700.00
Total Accounts Receivable	<u>1,700.00</u>
Other Current Assets	
9200 · Accounts receivable	1,095,317.30
9330 · Prepaid expenses	182,599.70
9332 · Ivy Preschool	-9,062.51
9342 · Advances	62,081.57
Total Other Current Assets	<u>1,330,936.06</u>
Total Current Assets	2,289,116.63
Fixed Assets	
6000 · CAPITAL EXPENDITURES	1,132,237.21
Total Fixed Assets	<u>1,132,237.21</u>
TOTAL ASSETS	<u>3,421,353.84</u>
LIABILITIES & EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	
9520 · Accounts Payable - system gen.	315,264.47
Total Accounts Payable	<u>315,264.47</u>
Other Current Liabilities	
9519 · Accounts payable - manual	64,264.11
9521 · Accrued salaries	118,013.19
9531 · Accrued Expenses	31,756.00
9550 · Payroll Liabilities	67,960.13
9570 · Lease payable	99,948.00
9600 · Deferred revenue	1,425.00
9670 · Notes payable	770,832.21
9800 · IVY Acad MS	45,000.00
9801 · IVY Acad HS	45,000.13
Total Other Current Liabilities	<u>1,244,198.77</u>
Total Current Liabilities	1,559,463.24
Long Term Liabilities	
9660 · Loans payable	298,124.60
9662 · Charter School Loan	50,002.00
Total Long Term Liabilities	<u>348,126.60</u>
Total Liabilities	1,907,589.84
Equity	
9700 · Opening Bal Equity	0.40
9700.1 · Net Assets	510,914.18
Net Income	1,002,849.42
Total Equity	<u>1,513,764.00</u>
TOTAL LIABILITIES & EQUITY	<u>3,421,353.84</u>

Appendix C

[DataQuest home](#) > [API home](#) > [Reports](#) > [Select School](#) > [School Reports](#) > [Current Page](#)

2008-09 Accountability Progress Reporting (APR)



School Report - Base API, Ranks, and Targets
 2008 Base
 Academic Performance Index (API) Report

California Department of Education
 Academic Accountability and Awards Division
 8/12/2009

School: Ivy Academia
 LEA: Los Angeles Unified
 County: Los Angeles
 CDS Code: 19-64733-0106351
 School Type: Elementary
 Direct Funded Charter School: Yes

2008 Base API Links:

- School Demographic Characteristics
- School Content Area Weights
- Similar Schools Report
- LEA List of Schools
- County List of Schools

(An LEA is a school district or county office of education.)

2008-09 APR		2008-09 State API			2009 Federal AYP and PI		
Summary	Glossary	2008 Base	Guide	Growth	AYP	PI	Guide

State Accountability: Academic Performance Index (API)

Number of Students Included in the 2008 API	2008 Base API	Ranks		Targets	
		2008 Statewide Rank	2008 Similar Schools Rank	2008-09 Growth Target	2009 API Target
536	847	8	8	A	A

Subgroups

Ethnic/Racial	Number of Students Included in 2008 API	Numerically Significant	Subgroup API		
			2008 Base	2008-09 Growth Target	2009 Target
African American (not of Hispanic origin)	44	No			
American Indian or Alaska Native	7	No			
Asian	20	No			
Filipino	17	No			
Hispanic or Latino	114	Yes	831	A	A
Pacific Islander	1	No			
White (not of Hispanic origin)	329	Yes	861	A	A
Socioeconomically Disadvantaged	63	No			
English Learners	5	No			
Students with Disabilities	44	No			

Click on column header to view notes.

Note: Data are reported only for numerically significant subgroups. Subgroups meeting the following criteria are considered numerically significant: the group (1) contains at least 100 students with valid Standardized Testing and Reporting (STAR)

Program test scores included in the API OR (2) comprises at least 15 percent of the total valid STAR Program scores and contains at least 50 students with valid STAR Program scores.

- "N/A" means a number is not applicable or not available due to missing data.
- "*" means this API is calculated for a small school or a small LEA, defined as having between 11 and 99 valid STAR Program test scores included in the API. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted. Similar schools ranks are not calculated for small schools.
- "A" means the school or subgroup scored at or above the statewide performance target of 800 in 2008.
- "B" means this is either an LEA or an Alternative Schools Accountability Model (ASAM) school. Schools participating in the ASAM do not currently receive growth, target information, or statewide or similar schools rankings on this report in recognition of their markedly different educational missions and populations served. ASAM schools are covered under the Alternative Accountability system as required by *Education Code* Section 52052 and not the API accountability system. However, API information is needed to comply with the federal No Child Left Behind (NCLB) law. Growth, target and rank information are not applicable to LEAs.
- "C" means this is a special education school. Statewide and similar schools ranks are not applicable to special education schools.
- "I" means the school has some invalid data, and the California Department of Education cannot calculate a valid similar schools rank for this school.

DataQuest home > API home > Reports > Select School > School Reports > Current Page

2008-09 Accountability Progress Reporting (APR)



School Report - API Growth and Targets Met
2009 Growth
Academic Performance Index (API) Report

California Department of Education
 Academic Accountability and Awards Division
 9/14/2009

School: Ivy Academia
 LEA: Los Angeles Unified
 County: Los Angeles
 CDS Code: 19-64733-0106351
 School Type: Elementary

- 2009 Growth API Links:
- [School Chart](#)
 - [School Demographic Characteristics](#)
 - [School Content Area Weights](#)
 - [LEA List of Schools](#)
 - [County List of Schools](#)

(An LEA is a school district or county office of education.)

Direct Funded Charter School: Yes

2008-09 APR		2008-09 State API			2009 Federal AYP and PI		
Summary	Glossary	2008 Base	Guide	Growth	AYP	PI	Guide

State Accountability: Academic Performance Index (API)

Number of Students included in the 2009 Growth API	API			Met Growth Target			
	2009 Growth	2008 Base	2008-09 Growth Target	2008-09 Growth	Schoolwide	All Subgroups	Both Schoolwide and Subgroups
830	838	C	C	C			N/A

Similar Schools Report

Similar Schools	Median API	
	2009 Growth	2008 Base
	844	828

Click on the median value heading to link to the list of 2008 Base API similar schools. This list contains schools which were selected specifically for the reported school for the 2008 Base API Report.

Subgroups

	Number of Students Included in 2009 API	Numerically Significant in Both Years	Subgroup API			Met Subgroup Growth Target
			2009 Growth	2008 Base	2008-09 Growth Target	
African American (not of Hispanic origin)	80	No		C		
American Indian or Alaska Native	11	No		C		
Asian	53	No		C		
Filipino	43	No		C		
Hispanic or Latino	246	Yes	801	C	C	C
Pacific Islander	0	No		C		
White (not of Hispanic origin)	395	Yes	861	C	C	C

Socioeconomically Disadvantaged	208	No	820	C	C	C
English Learners	11	No		C		
Students with Disabilities	64	No		C		

Click on the column header to view notes.

In order to meet federal requirements of No Child Left Behind, a 2009 Growth API is posted even if a school or LEA had no 2008 Base API or if a school had significant population changes from 2008 to 2009. However, the presentation of growth targets and actual growth would not be appropriate and, therefore, are omitted.

"N/A" means a number is not applicable or not available due to missing data.

"*" means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2008 or 2009. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

"A" means the school or subgroups scored at or above the statewide performance target of 800 in 2008.

"B" means the school did not have a valid 2008 Base API and will not have any growth or target information.

"C" means the school had significant demographic changes and will not have any growth or target information.

"D" means this is either an LEA, an Alternative Schools Accountability Model (ASAM) school, or a special education school. Target information is not applicable to LEAs, ASAM schools, or special education schools.

"E" indicates this school was an ASAM school in the 2008 Base API Report and has no target information even though the school is no longer an ASAM school.

Targets Met - In the "Met Growth Target" columns, the growth targets reflect state accountability requirements and do not match the federal Adequate Yearly Progress (AYP) requirements. The AYP requirement for the API is a 2009 Growth API of 650 or a one-point increase from 2008 Base API to 2009 Growth API for a school or LEA.

DataQuest home > API home > Reports > Select School > School Reports > Current Page

2008-09 Accountability Progress Reporting (APR)



School Report
2009 Adequate Yearly Progress (AYP) Report

California Department of Education
Academic Accountability and Awards Division
11/20/2009

School: Ivy Academia
LEA: Los Angeles Unified
County: Los Angeles
CDS Code: 19-64733-0106351
School Type: Elementary

2009 AYP and PI Links:

- School Overview
- School Chart
- School PI Status
- LEA List of schools
- County List of Schools

(An LEA is a school district or county office of education.)

Direct Funded Charter School: Yes

2008-09 APR		2008-09 State API			2009 Federal AYP and PI		
Summary	Glossary	2008 Base	Guide	Growth	AYP	PI	Guide
Federal Accountability: Adequate Yearly Progress (AYP)							

Made AYP: Yes
Met 18 of 18 AYP Criteria

Participation Rate

	English-Language Arts Target 95% Met all participation rate criteria? Yes					Mathematics Target 95% Met all participation rate criteria? Yes				
	Enrollment Day of Testing	Number of Students Tested	Met 2009 AYP Rate	Met 2009 AYP Criteria	Alternative Method	Enrollment Day of Testing	Number of Students Tested	Met 2009 AYP Rate	Met 2009 AYP Criteria	Alternative Method
GROUPS										
Schoolwide	785	782	100	Yes		785	785	100	Yes	
African American or Black (not of Hispanic origin)	77	76	99	--		77	77	100	--	
American Indian or Alaska Native	10	10	100	--		10	10	100	--	
Asian	52	52	100	--		52	52	100	--	
Filipino	41	41	100	--		41	41	100	--	
Hispanic or Latino	217	215	99	Yes		217	217	100	Yes	
Pacific Islander	0	0	--	--		0	0	--	--	
White (not of Hispanic origin)	377	377	100	Yes		377	377	100	Yes	
Socioeconomically Disadvantaged	183	182	99	Yes		183	183	100	Yes	
English Learners	13	13	100	--		13	13	100	--	
Students with Disabilities	59	56	95	--		59	59	100	--	

Percent Proficient - Annual Measurable Objectives (AMOs)

	English-Language Arts Target 46.0 % Met all percent proficient rate criteria? Yes					Mathematics Target 47.5 % Met all percent proficient rate criteria? Yes				
	Number Valid At or Above	Percent At or Above	Met 2009 AYP	Met 2009 AYP Alternative		Number Valid At or Above	Percent At or Above	Met 2009 AYP	Met 2009 AYP Alternative	

GROUPS	Scores	Proficient	Proficient	Criteria	Method	Scores	Proficient	Proficient	Criteria	Method
Schoolwide	762	500	65.6	Yes		765	482	63.0	Yes	
African American or Black (not of Hispanic origin)	72	36	50.0	--		73	38	52.1	--	
American Indian or Alaska Native	10	--	--	--		10	--	--	--	
Asian	52	33	63.5	--		52	36	69.2	--	
Filipino	41	34	82.9	--		41	31	75.6	--	
Hispanic or Latino	213	123	57.7	Yes		215	114	53.0	Yes	
Pacific Islander	0	--	--	--		0	--	--	--	
White (not of Hispanic origin)	365	262	71.8	Yes		365	255	69.9	Yes	
Socioeconomically Disadvantaged	178	101	56.7	Yes		179	106	59.2	Yes	
English Learners	13	4	30.8	--		13	5	38.5	--	
Students with Disabilities	56	20	35.7	--		59	25	42.4	--	

Academic Performance Index (API) - Additional Indicator for AYP

2008 Base API	2009 Growth API	2008-09 Growth	Met 2009 API Criteria	Alternative Method
847	838	-9	Yes	

2009 API Criteria for meeting federal AYP: A minimum "2009 Growth API" score of 650 OR "2008-09 Growth" of at least one point.

Graduation Rate

Rate for 2008, Class of 2006-07	Rate for 2009, Class of 2007-08	Change	Average 2-Year Change	Met 2009 Graduation Rate Criteria	Alternative Method
N/A	100.0	N/A	N/A	Yes	PX

2009 Graduation Rate Criteria: A "Rate for 2009" of at least 83.1 OR "Change" (improvement in the rate from the previous year) of at least 0.1 OR "Average 2-Year Change" (improvement in the average two-year rate) of at least 0.2.

Appendix

D

Ivy's Expected School wide Learning Results

Ivy students will be productive entrepreneurs who:

- Are capable of thriving in the global economy.
- Are competent business leader who contribute to the community.
- Apply business skills such as planning, funding and managing a business.

Ivy students will be academic achievers who:

- Will meet and exceed California content and national entrepreneurial standards.
- Apply critical thinking skills to resolve challenges in creative ways.
- Design and implement multiple strategies to solve real-life challenges.
- Synthesize, evaluate and apply information.

Ivy students will be competent communicators who:

- Demonstrate competence in using multiple methods to convey ideas.
- Apply active listening, speaking, reading and writing strategies to real-world situations.
- Use verbal and written language in an effective manner.
- Are technologically literate, accessing and applying information in a variety of electronic media.

Ivy students will be community contributors who:

- Contribute their time and talents to improving the quality of life for others.
- Value diversity and are culturally sensitive.
- Are proactive and seek to be positive agents of change.

Ivy students will be motivated and self-directed students who:

- Work toward achieving goals with enthusiasm.
- Manage their time effectively.
- Maintain accountability, both individually and within a group.

Appendix

E

Appendix D: Elementary Course Description (working documents as of 1/7/10)

Elementary school courses will address all applicable California Frameworks and California Standards. They will consistently incorporate the Entrepreneurial Standards, as a means to effectively engage all students in a relevant and meaningful curriculum. Courses have been verified through the WASC accreditation process.

Course Title	Brief Description	CA Standards	Entrepreneurial	Text
Math K	In this course, students will understand small numbers, quantities, and simple shapes in their everyday environment. They count, compare, describe and sort objects, and develop a sense of properties and patterns.	All standards: NS 1.0, 1.1, 1.2, 1.3, 2.0, 2.1, 3.0, 3.1 AF 1.0,1.1 MG 1.0, 1.1,1.2,1.3,1.4 2.0,2.1,2.2 SDAP 1.0, 1.1,1.2 MR 1.0, 1.1,1.2 2.0,2.1,2.2	Traits/Behaviors B.07, B.08, B.11, B.14 Ready Skills D.02, D.17,D.23, D.25, D.27 Money Basics G.15, G.16, G.17, G.18, G.20,	<i>McGraw Hill Math</i>
Math 1	The students in first grade learn about different units in Math including number sense, telling time, graphing, fractions, fact families, money and problem solving. The students practice entrepreneurial skills such as money management, team building, problem solving, and decision making.	All standards : NS 1.0,1.1, 1.2 1.3, 1.4, 1.5 2.0, 2.1,2.2,2.3,2.4,2.5,, 2.6,2.7 3.0,3.1 AF 1.0,1.1,1.2,1.3 MG 1.0, 1.1,1.2 2.0,2.1,2.2,2.3,2.4 SDAP 1.0, 1.1,1.2, 2.0,2.1 MR 1.0, 1.1,1.2, 2.0, 2.1, 2.2 , 3.0	A.24 External resources B.19 Make decisions B. 21 Problem Solving B.24 Time management	<i>McGraw Hill Math</i>
Math 2	The 2 nd grade math program teaches basic number sense, addition and subtraction up to three digit numbers. They will begin multiplication and division. The	All standards : NS 1.0, 1.1, 1.2 1.3,2.0,2.1,2.2,2.3, 3.0, 3.1, 3.2, 3.3 4.0,4.1,4.2,4.3, 5.0, 5.1, 5.2, 6.0,6.1 AF 1.0, 1.1,1.2,1.3 MG 1.0,1.1, 1.2 1.3, 1.4, 1.5	B.19 - Make Decisions B.21 - Demonstrate problem solving skills B.24 - Use time management principles	<i>McGraw Hill Math</i>

	students learn measurement, time, money, shapes. They problem solve, collecting information to confirm results. Throughout each math chapter the students work on activities where they learn time management, basic money building skills and responsibility.	2.0,2.1, 2.2 SDAP 1.0, 1.1,1.2,1.3, 1.4, 2.0, 2.1, 2.2 MR 1.0,1.1,1.2, 2.0,2.1,2.2, 3.0	D.02 Apply Listening Skills	
Math 3	In this course, students will deepen their understanding and skill with addition, subtraction multiplication, division, as well as be able to measure, estimate and describe objects. Their math skills will be applied to banking, financial goals and budgeting activities within the lessons.	All standards : NS 1.0, 1.1, 1.2 1.3, 1.4, 1.5, 2.0, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 3.0,3.1, 3.2, 3.3, 3.4 AF 1.0,1.1, 1.2 1.3, 1.4, 1.5, 2.0, 2.1, 2.2 MG 1.0,1.1, 1.2 1.3, 1.4, 2.0, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 SDAP 1.0, 1.1, 1.2 1.3, 1.4 MR 1.0,1.1, 1.2 2.0, 2.0, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 3.0, 3.1, 3.2, 3.3	A.17 –debt and equity financing A.23 Assess the costs/benefits F.08 –concept of price G.15 – Set financial goals G.16 – Develop savings plan G.18 – Make deposits and withdrawals from account G.20 – Maintain financial records G.25 – Develop personal budget I.23 – Develop and monitor budget	<i>McGraw Hill Math</i>
Math 4	Students will learn to understand large numbers and addition, subtraction, multiplication, and division of whole numbers. They describe and compare simple fractions and decimals. They	All standards : NS 1.0, 1.1, 1.2 1.3, 1.4, 1.5, 2.0, , 2.1, 2.2, 3.0,3.1, 3.2, 3.3, 3.4, 4.0, 4.1, 4.2 AF 1.0,1.1, 1.2 1.3, 1.4, 1.5 , 2.0, 2.1, 2.2 MG 1.0, 1.1, 1.2	B.17-Maintain positive attitude B.21- Demonstrate Problem Solving Skills G.02-Describe functions of money G.09-Use money	<i>McGraw Hill Math</i>

	understand the properties of, and the relationships between, plane geometric figures. They collect, represent, and analyze data to answer questions.	1.3, 1.4, 2.0,2.1, 2.2, 2.3, 3.0, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8 SDAP 1.0, 1.1, 1.2 1.3, 2.0,2.1, 2.2 MR 1.0, 1.1, 1.2 2.0, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.0, 3.1, 3.2, 3.3	effectively G.18-Make deposits to and withdrawals	
Math 5	Fifth grade students will increase their facility with the four basic arithmetic operations applied to fractions, decimals, and positive and negative numbers. They will determine length and area and use formulas to determine the volume. Students will use a protractor and compass to solve problems. They use grids, tables, graphs, and charts to record and analyze data.	All standards : NS 1.0,1.1, 1.2 1.3, 1.4, 1.5, 2.0,2.1, 2.2, 2.3, 2.4, 2.5 AF 1.0,1.1, 1.2 1.3, 1.4, 1.5 MG 1.0, 1.1, 1.2 1.3, 1.4, 2.0, 2.1, 2.2, 2.3 SDAP 1.0,1.1, 1.2 1.3, 1.4, 1.5 MR 1.0,1.1, 1.2, 2.0,2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.0,3.1, 3.2, 3.3	D.17-Follow directions D.25-Foster positive working relationships D.26-Participate as a team member G.15-Set financial goals G.24-Invest money G.25-Develop personal budget L.43-Determine customer/client needs M.21-Schedule staff	<i>McGraw Hill Math for Regularly Paced Classes</i> <i>Prentice Hall For Accelerated Classes</i>
Lang. Arts K	Kindergarteners learn how to write each individual letters, phonemic awareness, decoding and word recognition as well as a clear introduction to reading, and reading comprehension through reading simple words. Writing skills are developed by writing simple words and sentences and work	All standards : Reading: 1.0, 1.1, 1.2 1.3, 1.4, 1.5, 1.6,1.7, 1.8,1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 1.15, 1.16, 1.17, 1.18, 2.0, 2.1, 2.2, 2.3, 2.4, 2.5, 3.0,3.1, 3.2, 3.3 Writing: 1.0, 1.1, 1.2, 1.3, 1.4 Oral: 1.0,1.1, 1.2 Listening: 1.0,1.1, 1.2, 2.0, 2.1, 2.2, 2.3	Traits/Behaviors B.07, B.08, B.11, Ready Skills D.02, D.17, D.23, D.25, D.27 Money Basics G.15, G.16, G.17,G.18,G.20, Career Planning H.01,H.03, H.07, H.08, H.09,	<i>Harcourt Brace Trophies</i>

	up to 3-4 sentence paragraphs.			
Lang. Arts 1	The students in first grade learn comprehension skills, how to decode text and to compare and contrast. They practice oral reading and fluency and locating both visual and context cues. The students practice entrepreneurial skills such as time management and responsibility.	All standards: Reading: 1.0, 1.1, 1.2 1.3, 1.4, 1.5, 1.6,1.7, 1.8,1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 1.15, 1.16, 1.17, 2.0, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.0, 3.1, 3.2, 3.3 Writing: 1.0, 1.1, 1.2 1.3 2.0, 2.1, 2.2 Oral: 1.0, 1.1, 1.2 1.3, 1.4, 1.5, 1.6,1.7, 1.8 Listening: 1.0, 1.1, 1.2 1.3, 1.4, 1.5 2.0, 2.1, 2.2, 2.3, 2.4	D.02 listening skills D.03 Grammar/ Vocabulary D.05 Verbal communication D.17 Follow directions	<i>Harcourt Brace Trophies</i>
Lang. Arts 2	The second grade language arts program improves students' comprehension skills, writing, listening, and oral speaking. Students practice entrepreneurial skills such as team building, decision making, problem solving, and creativity. Ivy second graders learn to use basic reference materials and know how to revise their writing to improve sequence and provide more descriptive detail.	All standards: Reading: 1.0, 1.1, 1.2 1.3, 1.4, 1.5, 1.6,1.7, 1.8,1.9, 1.10, 2.0, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.0, , 3.1, 3.2, 3.3 Writing: 1.0, 1.1, 1.2 1.3, 1.4, 2.0, 2.1, 2.2 Oral: 1.0, 1.1, 1.2 1.3, 1.4, 1.5, 1.6,1.7, 1.8 Listening: 1.0, 1.1, 1.2 1.3, 1.4, 1.5, 1.6,1.7, 1.8,1.9, 2.0, 2.1, 2.2	B.02~ Be responsible, B.08~Teamwork, B.09~Work together B.17~Maintain positive attitude B.18 ~Demonstrate interest and enthusiasm, B.19~ Make decisions, B,24~ Time management, B.27~Demonstrate creativity, D.17~Follow directions, D.02~ Listening skills	<i>Harcourt Brace Trophies</i>

Lang. Arts 3	In this course, students increase their reading comprehension skills, vocabulary development, word analysis, literary analysis, fluency, listening and speaking abilities. Students write narratives and letters using sensory details. Students improve their grammar, spelling punctuation, and capitalization skills.	All standards: Reading: 1.0, 1.1, 1.2 1.3, 1.4, 1.5, 1.6,1.7, 1.8, 2.0, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.0, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6 Writing: 1.0, 1.1, 1.2 1.3, 1.4 2.0, 2.1, 2.2, 2.3 Oral: 1.0, 1.1, 1.2 1.3, 1.4, 1.5, 1.6,1.7, 1.8 Listening: 1.0, 1.1, 1.2 1.3, 1.4, 1.5, 1.6,1.7, 1.8,1.9, 1.10, 1.11, 2.0, 2.1, 2.2, 2.3	B.06 Recognize others' efforts B.02 Demonstrate responsible behavior D.26 Participate as a team member D.24 Cultural sensitivity D.28 Show empathy for others D.11 Value diversity	<i>Harcourt Brace Trophies</i>
Lang. Arts 4	This course advances student reading, writing, oral and listening skills, through complex narratives and expository texts. Students also use the computer to compose. Entrepreneurial skills such as teamwork and time management are incorporated. Writing applications will be done in the context of business scenarios.	All standards: Reading: 1.0, 1.1, 1.2 1.3, 1.4, 1.5, 1.6, 2.0, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.0, 3.0, 3.1, 3.2, 3.3, 3.4, 3.5 Writing: 1.0, 1.1, 1.2 1.3, 1.4, 1.5, 1.6,1.7, 1.8,1.9, 1.10, 2.0, 2.1, 2.2, 2.3, 2.4 Oral: 1.0, 1.1, 1.2 1.3, 1.4, 1.5, 1.6,1.7 Listening: 1.0, 1.1, 1.2 1.3, 1.4, 1.5, 1.6,1.7, 1.8,1.9, 1.10, 2.0, 2.1, 2.2, 2.3, 2.4	B.14-Determine interests B.15-Evaluate personal capabilities B.26-Use feedback for personal growth B.27-Demonstrate creativity E.11-Demonstrate basic search skills on the Web D.14-Prepare simple written reports D.11-Write informational messages	<i>Harcourt Brace Trophies</i>
Lang. Arts 5	Students are able to read fluently and accurate grade level material, both narrative and text.	All standards: Reading: 1.0, 1.1, 1.2 1.3, 1.4, 1.5, 2.0, 2.1, 2.2, 2.3, 2.4, 2.5, 3.0, 3.1,	D.08 Make oral presentations B.23 – set personal goals B.18 – demo	<i>Harcourt Brace Trophies</i>

	Expository critique and literary criticism are introduced. Writing, reading, speaking and listening skills are advanced.	3.2, 3.3, 3.4, 3.5, 3.6, 3.7 Writing: 1.0, 1.1, 1.2 1.3, 1.4, 1.5, 1.6, 2.0, 2.1, 2.2, 2.3, 2.4 Oral: 1.0, 1.1, 1.2 1.3, 1.4, 1.5 Listening: 1.0, 1.1, 1.2 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 2.0, 2.1, 2.2, 2.3	enthusiasm B. 21 – demo problem solving skills B.04 Demonstrate ethical work habits	
Science K	This course provides students with an understanding of life and physical sciences using different methods of investigation. At Ivy, business opportunities, such as recycling and museums allow students to demonstrate their knowledge of science concepts.	All standards : Physical science 1a, 1b, 1c Life science 2a, 2b, 2c Earth sciences 3a, 3b, 3c Investigating and Experimenting 4a, 4b, 4c, 4d, 4e	B.17 - Maintain positive attitude B.26 - Use feedback for personal growth B.23 - determine personal responsibility for decisions	<i>Scott Foresman Science</i>
Science 1	This course covers 1 st grade concepts in the life, earth, and physical sciences, as well as the human body. Students learn about weather, rocks, plants, the sun, moon and stars, and how the body works. The students practice entrepreneurial skills such as team building, problem solving, decision-making and creativity. We instill time management	All standards : Physical science 1a, 1b Life science 2a, 2b, 2c, 2d, 2e Earth sciences 3a, 3b, 3c Investigating and experimenting 4a, 4b, 4c, 4d, 4e	A.24 – External resources B.09 –Share vision B19 – Make decisions D.26 – Participate as a team member J.05 Delegate responsibilities	<i>Scott Foresman Science text</i>

	and responsibility.			
Science 2	<p>The students in second grade learn about four different units in science including life science, earth science, physical science and the human body. Students are challenged on their ideas about the solar system, the earth, the matter, the different types of life on the planet and the workings of their own bodies. Throughout these units the students practice entrepreneurial skills such as team building, decision making, problem solving, and responsibility.</p>	<p>All standards : Physical science 1a, 1b, 1c, 1d, 1e, 1f, 1g Life science 2a, 2b, 2c, 2d, 2e, 2f Earth sciences 3a, 3b, 3c, 3d, 3e Investigating and experimenting 4a, 4b, 4c, 4d, 4e, 4f, 4g</p>	<p>B.14 - Determine interests B.22 - Assess risks B.23 - Determine personal responsibility for decisions</p>	<p><i>Scott Foresman California Science Textbook</i></p>
Science 3	<p>Science concepts such as energy, matter, light, earth, seasons, environment, adaptation, organisms, life science, investigation and experimentation are addressed in 3rd grade science. Typical Jobs in science are taught as well as the team work and problem solving skills.</p>	<p>All standards : Physical science 1a, 1b, 1c, 1d, 1e, 1f, 1g, 1h, 1i, 2a, 2b, 2c, 2d Life science 3a, 3b, 3c, 3d, 3e Earth sciences 4a, 4b, 4c, 4d, 4e Investigating and experimenting 5a, 5b, 5c, 5d, 5e</p>	<p>D.17-Follow Directions D.23-Treat others fairly at work D.25-Foster positive working relationships D.26-Participate as a team member</p>	<p><i>Scott Foresman California Science Textbook</i></p>
Science 4	In this course,	All standards :	D.26-Participate	<i>Scott Foresman</i>

	<p>students will learn about electricity, heat, light motion, food chains, insects, bacteria, rocks, minerals, erosion. They will make predictions using cause and effect and learn about the metric system. Team work and problem solving are taught along with exposure to careers in science.</p>	<p>Physical science 1a, 1b, 1c, 1d, 1e, 1f, 1g Life science 2a, 2b, 2c 3a, 3b, 3c, 3d Earth sciences 4a, 4b, 5a, 5b, 5c Investigating and experimenting 6a, 6b, 6c, 6d, 6e, 6f</p>	<p>as a team member J.04-Organize work/projects for others L.27-Write a news release</p>	<p><i>California Science Textbook</i></p>
Science 5	<p>5th grade science covers chemical reactions, metallic properties, gases, solids, liquids, atoms, living cells, photosynthesis, water cycle and the solar system. Students will begin to write and present science reports. Careers in science are promoted as well as the team work and problem solving skills needed for success.</p>	<p>All standards : Physical science 1a, 1b, 1c, 1d, 1e, 1f, 1g, 1h, 1i Life science 2a, 2b, 2c, 2d, 2e, 2f, 2g Earth sciences 3a, 3b, 3c, 3d, 3e 4a, 4b, 4c, 4d, 4e 5a, 5b, 5c Investigating and experimenting 6a, 6b, 6c, 6d, 6e, 6f, 6g, 6h, 6i</p>	<p>B.23 – set personal goals B.18 – demo enthusiasm B. 21 – demo problem solving skills B.04 Demonstrate ethical work habits D.08 Make oral presentations</p>	<p><i>Scott Foresman California Science Textbook</i></p>
Social Studies K Learning and Working Now and Long Ago	<p>Core concepts like community, family, civic symbols and civic behavior, are reinforced through the curriculum and through the Ivy Community experience where students vote, have jobs, collect salaries. They make connections between how people lived in</p>	<p>All standards : K.1: 1,2,3, K.2, K.3, K.4: 1,2,3,4,5, K.5, K.6: 1,2,3</p>	<p>B.02 Responsible Behavior B.09 Shared Vision B.07 Positive Statements B.26 Personal Growth</p>	<p><i>Harcourt Brace Social Studies</i></p>

	the past with today.			
Social Studies 1 A Child's Place in Time and Space	The students in first grade learn about responsibility, families, communities, the world, school, and ecological awareness. Students describe ancestry, immigrants, customs and cultures. Economic concepts such as free-market economy, trade, and manufacturing are taught. Students practice their entrepreneurial skills such as team building, problem solving, decision making, ethical work habits and creativity. Students learn to value diversity and maintain positive attitudes.	All standards : 1.1: 1, 2 1.2: 1, 2, 3, 4 1.3: 1, 2, 3 1.4: 1, 2, 3 1.5: 1, 2, 3 1.6: 1, 2	F.01 Economic Goods F.03 Scarcity F.07 Supply/Demand B.02 Responsible Behavior B.09 Shared Vision B.02 Responsible Behavior B.07 Positive Statements	<i>Scott Foresman Social Studies</i>
Social Studies 2 People Who Make a Difference	Students learn to appreciate people who support society. Understanding the complex food market including the products the workers, and the market system is central to this unit. They also learn to differentiate the past and the present, map skills, government and about important people in the past. Time management and responsibility are	All standards : 2.1: 1, 2, 3 2.2: 1, 2, 3, 4 2.3: 1, 2 2.4: 1, 2, 3 2.5	B.08- Develop team spirit B.21- Demonstrate problem-solving skills D.03- Use proper grammar and vocabulary D.17- Follow directions E.07- Use reference materials to access information	<i>Scott Foresman Social Studies</i>

	integrated through the curriculum.			
Social Studies 3 Continuity and Change	This course challenges students to think about their locality and their nation through traditions, geography and compare changes in their community over time. U.S. government, California and American Indians are central to this unit. Economies established by settlers and their influence on the present day economy, with emphasis on the importance of private property and entrepreneurship are taught. Basic economic reasoning skills are applied.	All standards : 3.1: 1, 2 3.2: 1, 2, 3, 4 3.3: 1, 2, 3 3.4: 1, 2, 3, 4, 5, 6 3.5: 1, 2, 3, 4	B.03- Demonstrate initiative B.06- Recognize others' efforts B.08- Develop team spirit B.09- Enlist others in working toward a shared vision F.20 Describe the relationship between government and business F.30- Determine the impact of cultural and social environments on world trade F.32- Evaluate influences on a nation's ability to trade	<i>Scott Foresman Social Studies</i>
Social Studies 4 California: A Changing State	Central topics covered are California's geography, pre-Columbian settlements and people colonial history, missions, the Mexican War for Independence, the gold rush, statehood, agriculture, westward movement and the growth of the state.	All standards: 4.1: 1, 2, 3, 4, 5 4.2: 1, 2, 3, 4, 5, 6, 7 8 4.3: 1, 2, 3, 4, 5 4.4: 1, 2, 3, 4, 5, 6, 7, 8, 9 4.5: 1, 2, 3, 4, 5	D.08- Make oral presentations D.24- Develop cultural sensitivity E.07- Use reference materials to access information	<i>Scott Foresman California</i>
Social Studies 5 United States History and Geography:	Students learn about American Indians, their economic and system of	All standards: 5.1: 1, 2, 3 5.2: 1, 2, 3, 4 5.3: 1, 2,3,4, 5,6	B.13 – Determine bias & stereotypes B.21 – Problem	<i>Scott Foresman</i>

<p>Making a New Nation</p>	<p>government and culture. European explorers, colonial settlements and life in New England are key topics. They learn the state capitals and the revolution, slavery, territories and westward expansion are also addressed. Students are challenged to link the past to the present while learning about important people and their influence on events in history.</p>	<p>5.4: 1, 2, 3, 4, 5, 6, 7 5.5: 1, 2, 3, 4 5.6: 1, 2, 3, 4, 5, 6, 7 5.7: 1, 2,3,4, 5,6 5.8: 1, 2,3,4, 5,6 5.9</p>	<p>solving skills B.24 – Time management principles B.28 Personal goals F.01 – goods and services F.07 – Supply and Demand</p>	
<p>Foreign Language</p>	<p>Students at Ivy develop their cultural and foreign language literacy in Spanish, Hebrew, or Russian. They learn about the different aspects of the language culture while gaining conversational skills as well as reading and writing skills along the five stage continuum of the California Framework. These lessons are designed to establish a foundation for fluency that will add value to our students’ entrepreneurial capacity in a global economy.</p>	<p>These courses align with the California Foreign Language Frameworks. The National Standards in Foreign Language also provide the fundamental framework: communication, cultures, connections, comparisons, and communities.</p>	<p>D.03 – Use proper grammar and vocabulary D.05 – Enhance verbal communications D.08 – Make oral presentations D.26 – Participate as a team member D.11 – Write informational messages D.02 – Apply effective listening skills</p>	<p><i>Reference materials are teacher designed</i></p>
<p>Physical Education</p>	<p>Physical education is 200 minutes every two weeks. Students learn how their</p>	<p>All Standards in K-5: 1.0, 2.0, 3.0, 4.0, 5.0</p>	<p>B.02 Responsible behavior B.23 – set personal goals</p>	<p><i>Reference materials are teacher designed.</i></p>

	bodies move; they become confident, adopt healthy lifestyles, and improve their social skills and self control while engaging in physical activity.		D.26 – Participate as a team member D.02 Apply Listening skills	
Performing Arts	Students participate in music and chorus as well as art to enrich their understanding and build their interest and skills in these areas. We offer music, chorus and art classes, and drama after school.	VAPA standards, 1.0, 2.0, 3.0, 4.0, 5.0, are addressed through specific classes, as well as content area classes, and after school clubs.	B19 Make decisions B27 Demonstrate creativity D.02 – Apply effective listening skills D.26 – Participate as a team member	<i>Reference materials are teacher designed.</i>

Appendix

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Date	Area of Study	Topic/Unit	California Standards	Entrepreneurial Standards	Assessments	Essential Questions
September 8th- September 18th	Math	Chapter 1: Place Value and Number Sense <u>Lessons 1-1 through 1-7</u>	NS 1.1, MR 2.3, NS 1.0, NS 3.0, NS 1.2, NS 1.3, MR 1.1, MR 2.6, MR 3.2, MR 3.3,	B 02 Demonstrate Responsible Behavior B 08 Develop Team Spirit D 02 Apply Effective Listening Skills	Group Work, Daily Practice, Daily Math Spiral, Quizzes/Tests, Teacher Observations, Whiteboards, Oral Questioning, Class Work, Individual/Group Projects, Art Projects Place Value Games Math Centers: Rounding and Patterns	Ch. 1: * Show how the understanding of place value is important in determining your future salary. * Distinguish which steps are needed to solve problems within the work force.
September 21st- October 2nd	Math	Chapter 2: Addition and Subtraction <u>Lessons 2-1 through 2-7</u>	AF 1.0, AF 1.1, AF 1.2, NS 3.0, NS 3.1, NS 1.3, NS 2.1, MR 2.5, MR 3.2, MR 3.3, MR 2.1, MR 2.3, MR 1.1, MR 2.6	B 21 Demonstrate Problem Solving Skills G 02 Describe Functions of Money G 18 Make Deposits and Withdrawals D 17 Follow Directions D 25 Foster Positive Working Relationships D 26 Participate as a Team Member	Group Work, Daily Practice, Daily Math Spiral, Quizzes/Tests, Teacher Observations, Whiteboards, Oral Questioning, Class Work, Individual/Group Projects, Art Projects Art Project: Can Labels (Master Artist Series, Andy Warhol) Group Project: Plan a meal using grocery coupons and grocery ads- *difference in price... Math Centers: Subtracting Greater Numbers	Ch 2: * Demonstrate internet research skills by searching online for mathematical concepts. * Justify whether or not a customer has enough money to purchase a product using addition and subtraction.

October 5th- October 16th	Math	Chapter 3: Algebra-Use Addition and Subtraction <u>Lessons 3-1 through 3-6</u>	AF 1.1, AF 1.2, AF 1.5, AF 2.1, NS 3.0, MR 2.3, MR 3.2, MR 1.1, MR 3.3	B 21 Demonstrate Problem Solving Skills G 02 Describe Functions of Money G 18 Make Deposits and Withdrawals D 17 Follow Directions D 25 Foster Positive Working Relationships D 26 Participate as a Team Member	Group Work, Daily Practice, Daily Math Spiral, Quizzes/Tests, Teacher Observations, Whiteboards, Oral Questioning, Class Work, Individual/Group Projects, Art Projects <i>Group/Individual Projects: Monthly Budgets</i> Math Centers: Balance Checkbooks	Ch 3: * Describe the use of algebra in everyday life. * Create an itemized expense report showing the total amount spent for a dinner party.
October 19th- October 30th	Math	Chapter 4: Statistics-Data and Graphs <u>Lessons 4-1 through 4-8</u>	SDAP 1.1-1.3, MR 1.1, MR 2.3, MR 2.6, MR 3.2, MR 3.3, NS 3.0, NS 2.1	D 08 make Oral Presentations B 02 Demonstrate Responsible Behavior L 32 Evaluate the Effectiveness of Advertising L 41 Prepare for Sales Presentation	Group Work, Daily Practice, Daily Math Spiral, Quizzes/Tests, Teacher Observations, Whiteboards, Oral Questioning, Class Work, Individual/Group Projects, Art Projects <i>Art Project: Tessellations (Master Artist Series, M.C. Escher)</i> M & M's multiplication & division (graphing and averaging) Math Centers: Create Graphs	Ch. 4: * Evaluate the accuracy of data in a survey. * Propose survey questions used in gathering data to determine a products success or failure.

November 2nd- November 24th	Math	Chapter 5: Multiplication and Division Facts <u>Lessons 5-1 through 5-10</u>	NS 3.0, NS 4.1, NS 4.2, AF 1.0, MR 2.3, MR 3.3, MR 3.2, MR 1.1, MR 2.6	B 27 Demonstrate Creativity D 27 Demonstrate Self Control G 09 Use Money Effectively B 17 Maintain Positive Attitude B 19 Make Decisions	Group Work, Daily Practice, Daily Math Spiral, Quizzes/Tests, Teacher Observations, Whiteboards, Oral Questioning, Class Work, Individual/Group Projects, Art Projects <i>M & M's multiplication & division (graphing and averaging)</i> Math Centers:	Ch. 5: * Solve problems using multiple strategies. * Create a game board that focuses on word problems to sell to a toy company.
November 30th- December 18th	Math	Chapter 6: Algebra-Use Multiplication and Division <u>Lessons 6-1 through 6-7</u>	AF 1.1, AF 1.2, AF 2.2, AF 1.3, AF 1.5, MR 2.3, NS 3.0, MR 1.1, MR 2.6, MR 3.2, MR 3.3	B 27 Demonstrate Creativity D 27 Demonstrate Self Control G 09 Use Money Effectively B 17 Maintain Positive Attitude B 19 Make Decisions	Group Work, Daily Practice, Daily Math Spiral, Quizzes/Tests, Teacher Observations, Whiteboards, Oral Questioning, Class Work, Individual/Group Projects, Art Projects <i>M & M's multiplication & division (graphing and averaging)</i> Math Centers:	Ch. 6: * Analyze the rules for a balanced equation versus the rules of being a good employee. * Explain, in a business letter, why your game board should be purchased by a toy company.

January 4th - January 15th	Math	Chapter 7: Multiply by One-Digit Numbers <u>Lessons 7-1 through 7-7</u>	NS 1.2, NS 1.3, NS 3.2, NS 3.3, MR 3.2, MR 3.1, MR 3.3, MR 2.6, MR 2.1, MR 2.3, MR 1.1	G 19 Complete Financial Instruments G 20 Maintain Financial Records G 21 Read and Reconcile Financial Statements	Group Work, Daily Practice, Daily Math Spiral, Quizzes/Tests, Teacher Observations, Whiteboards, Oral Questioning, Class Work, Individual/Group Projects, Art Projects <i>Project: Checkbooks and Budgets</i> <i>M & M's multiplication & division (graphing and averaging)</i> Math Centers: Estimating Multi-step Problems	Ch. 7: * Investigate different strategies needed to solve problems. * Construct a balance sheet based off of one month's expenses and deposits using addition, subtraction, and multiplication.
January 18th - January 29th	Math	Chapter 8: Multiply by Two-Digit Numbers <u>Lessons 8-1 through 8-7</u>	NS 3.2, NS 3.3, AF 1.0, MR 2.6, NS 1.3, NS 3.0, MR 2.3, MR 3.2, MR 3.3, MR 1.1, MR 2.1	B 27 Demonstrate Creativity D 27 Demonstrate Self Control G 09 Use Money Effectively B 06 Recognize Other's Efforts	Group Work, Daily Practice, Daily Math Spiral, Quizzes/Tests, Teacher Observations, Whiteboards, Oral Questioning, Class Work, Individual/Group Projects, Art Projects <i>Art Project: Paint Your Favorite Number (Master Artist Series, Charles Demuth)</i> <i>Group Project: Tree Diagram Project</i> <i>M & M's multiplication & division (graphing and averaging)</i> Math Centers:	Ch. 8: * Predict how much money is earned over a month period of time using estimation. * Analyze a monthly statement using addition, subtraction, and multiplication.

<p>February 1st- February 12th</p>	<p>Math</p>	<p>Chapter 9: Divide by One-Digit Numbers <u>Lessons 9-1 through 9-9</u></p>	<p>NS 3.3, NS 3.2, NS 3.4, NS 1.3, NS 3.0, MR 2.3, MR 3.2, MR 1.1, MR 3.3, MR 2.6, MR 2.1</p>	<p>G 19 Complete Financial Instruments G 20 Maintain Financial Records G 21 Read and Reconcile Financial Statements</p>	<p>Group Work, Daily Practice, Daily Math Spiral, Quizzes/Tests, Teacher Observations, Whiteboards, Oral Questioning, Class Work, Individual/Group Projects, Art Projects <i>M & M's multiplication & division (graphing and averaging)</i> Math Centers: Factor Trees</p>	<p>Ch. 9: * Use the guess and check strategy to predict the outcome of potential stocks. * Restate why it is so important to keep a balanced check book.</p>
<p>February 15th- February 26th</p>	<p>Math</p>	<p>Chapter 15: Decimals-Addition and Subtraction <u>Lessons 15-1 through 15-6</u> <i>*Out of Order</i></p>	<p><i>Volume 2 TE not available yet...</i></p>	<p><i>Volume 2 TE not available yet...</i></p>	<p>Group Work, Daily Practice, Daily Math Spiral, Quizzes/Tests, Teacher Observations, Whiteboards, Oral Questioning, Class Work, Individual/Group Projects, Art Projects <i>Group Project: Comparing Prices-How much will it cost to rent an apartment? (Different cities, etc...)</i> Math Centers: Problem Solving Strategies</p>	<p>Ch. 15: * Demonstrate how to add and subtract money. * Create a paycheck for an employee based on the number of hours he/she worked.</p>

March 1st- March 12th	Math	Chapter 16: Probability <u>Lessons 16-1 through 16-6</u> <i>*Out of Order</i>	<i>Volume 2 TE not available yet...</i>	<i>Volume 2 TE not available yet...</i>	Group Work, Daily Practice, Daily Math Spiral, Quizzes/Tests, Teacher Observations, Whiteboards, Oral Questioning, Class Work, Individual/Group Projects, Art Projects <i>Group Project: calculate Advertising Costs Using Fractions</i> Math Centers: Monthly Budgets/Cost of Living (use fractions)	Ch. 16: * Evaluate the fairness of a situation after examining all the data. * Predict the outcome of a game based on probability.
March 15th- March 26th	Math	Chapter 12: Algebra and Graphing <u>Lessons 12-1 through 12-7</u>	<i>Volume 2 TE not available yet...</i>	<i>Volume 2 TE not available yet...</i>	Group Work, Daily Practice, Daily Math Spiral, Quizzes/Tests, Teacher Observations, Whiteboards, Oral Questioning, Class Work, Individual/Group Projects, Art Projects Math Centers:	Ch. 12: * Examine the differences between positive and negative numbers and the effect they have on our lives. * Create a treasure map using ordered pairs.
April 5th-April 16th	Math	Chapter 13: Fractions <u>Lessons 13-1 through 13-9</u>	<i>Volume 2 TE not available yet...</i>	<i>Volume 2 TE not available yet...</i>	Group Work, Daily Practice, Daily Math Spiral, Quizzes/Tests, Teacher Observations, Whiteboards, Oral Questioning, Class Work, Individual/Group Projects, Art Projects Math Centers:	Ch. 13: * Draw a picture to help clarify the correct solution to a problem. * Design a pizza place that uses fractions to represent the different types of pizza.

April 19th-April 30th	Math	Chapter 14: Decimals <u>Lessons 14-1 through 14-7</u>	<i>Volume 2 TE not available yet...</i>	<i>Volume 2 TE not available yet...</i>	Group Work, Daily Practice, Daily Math Spiral, Quizzes/Tests, Teacher Observations, Whiteboards, Oral Questioning, Class Work, Individual/Group Projects, Art Projects Math Centers:	Ch. 14: * Compare fractions and decimals and how they are both used in the real world. * Verify the number of hours an employee worked using decimals.
May 10th-May 21st	Math	Chapter 10: Geometry <u>Lessons 10-1 through 10-9</u> *Out of Order	<i>Volume 2 TE not available yet...</i>	<i>Volume 2 TE not available yet...</i>	Group Work, Daily Practice, Daily Math Spiral, Quizzes/Tests, Teacher Observations, Whiteboards, Oral Questioning, Class Work, Individual/Group Projects, Art Projects Math Centers:	Ch. 10: * Display geometric and measurement concepts neatly in a portfolio. * Create a city out of geometric concepts.
May 24th-June 4th	Math	Chapter 11: Geometry and Measurement <u>Lessons 11-1 through 11-7</u> *Out of Order	<i>Volume 2 TE not available yet...</i>	<i>Volume 2 TE not available yet...</i>	Group Work, Daily Practice, Daily Math Spiral, Quizzes/Tests, Teacher Observations, Whiteboards, Oral Questioning, Class Work, Individual/Group Projects, Art Projects Math Centers:	Ch. 11: * Display geometric and measurement concepts neatly in a portfolio. * Create a city out of geometric concepts.

<p>June 7th-June 18th</p>	<p>Math</p>	<p>4th Grade Math Review: "<u>The Year in Review</u>" 5th Grade Prep Intro. to <u>Key Standards for 5th Grade Success</u></p>	<p>Volume 2 TE not available yet...</p>	<p>Volume 2 TE not available yet...</p>	<p>Group Work, Daily Practice, Daily Math Spiral, Quizzes/Tests, Teacher Observations, Whiteboards, Oral Questioning, Class Work, Individual/Group Projects, Art Projects Math Centers:</p>	
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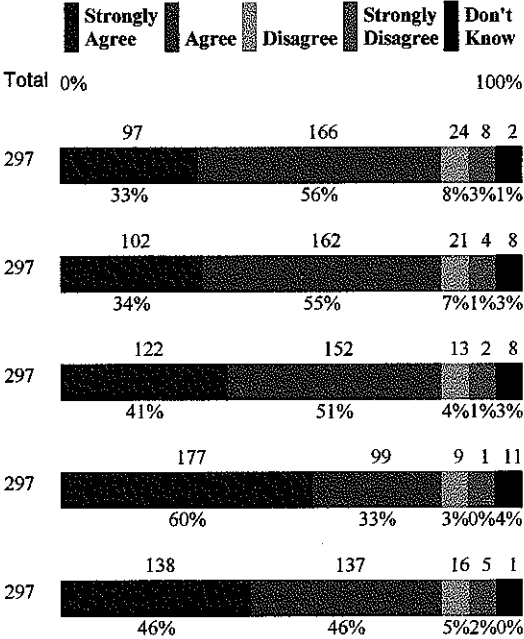
Appendix G

Client: **Ivy Academia**
 Department: **Ivy Charter School**
 Survey: **Parent Survey**

Answer Summary Report
 by Date **Spring 2008**
 data as of: Friday 08-Jan-10 01:54 PM

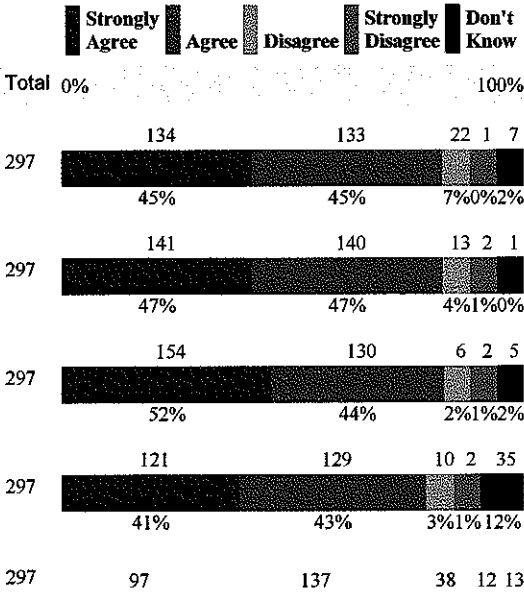
School Environment

1. My child's school is clean and in good physical condition.
2. My child's school facilities have been maintained, updated or improved.
3. My child's school takes actions to ensure his/her safety.
4. I am welcomed in my child's classroom.
5. Overall, I would rate my child's school environment as very positive.

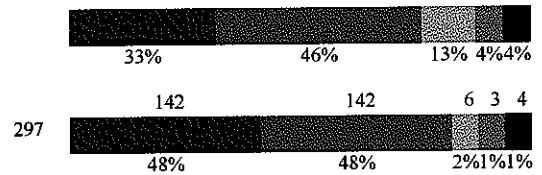


Academic Program

6. Provides me with information about grade-level standards that my child is responsible for mastering.
7. Meets the individual academic needs of my child.
8. Prepares my child academically for his/her next phase of schooling.
9. Updates its academic programs based on student achievement data.
10. Is stocked with adequate resources like instructional materials and school supplies.



11. Overall, I would rate the academic program at my child's school as very effective.

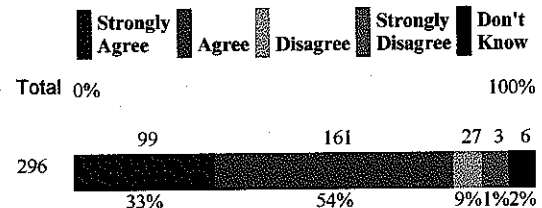


12. Provides me with information about entrepreneurship and grade level standards that my child is responsible for mastering.



School Support Services

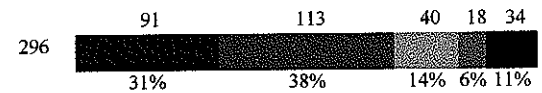
13. Offers variety of enrichment opportunities to my child such as music, foreign language and others.



14. My child has access to support services (academic, personal).



15. My child has regular access to technology (computers, Internet).



16. The parent support organization at my child's school is organized and welcoming.

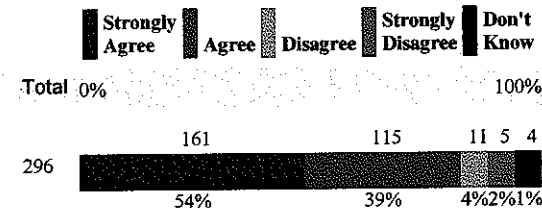


17. Overall, I would rate the support services at my child's school as very effective.



School Culture

18. My child's school teaches him/her to respect adults, peers and other members of the school community.



19. My child's school fulfills its mission.

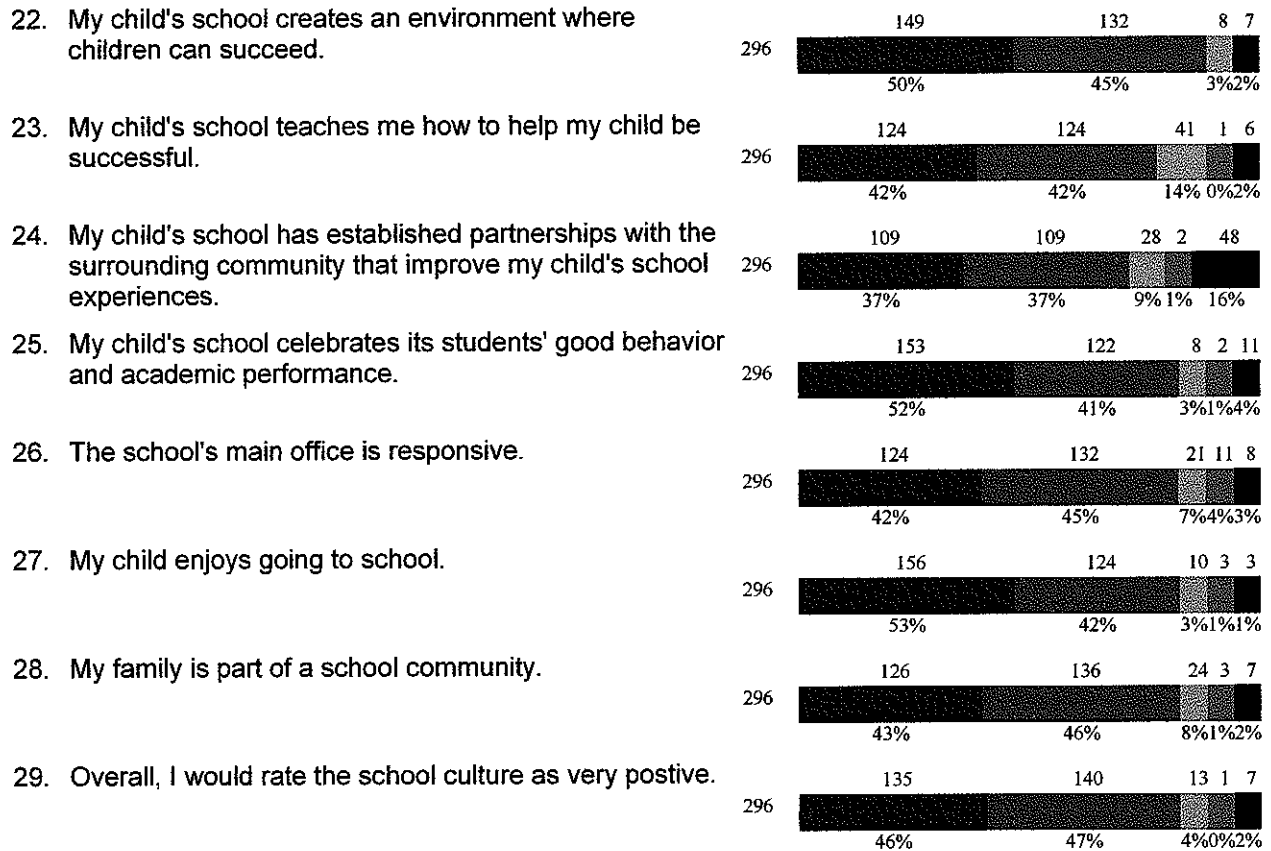


20. My child's school encourages parent's participation.

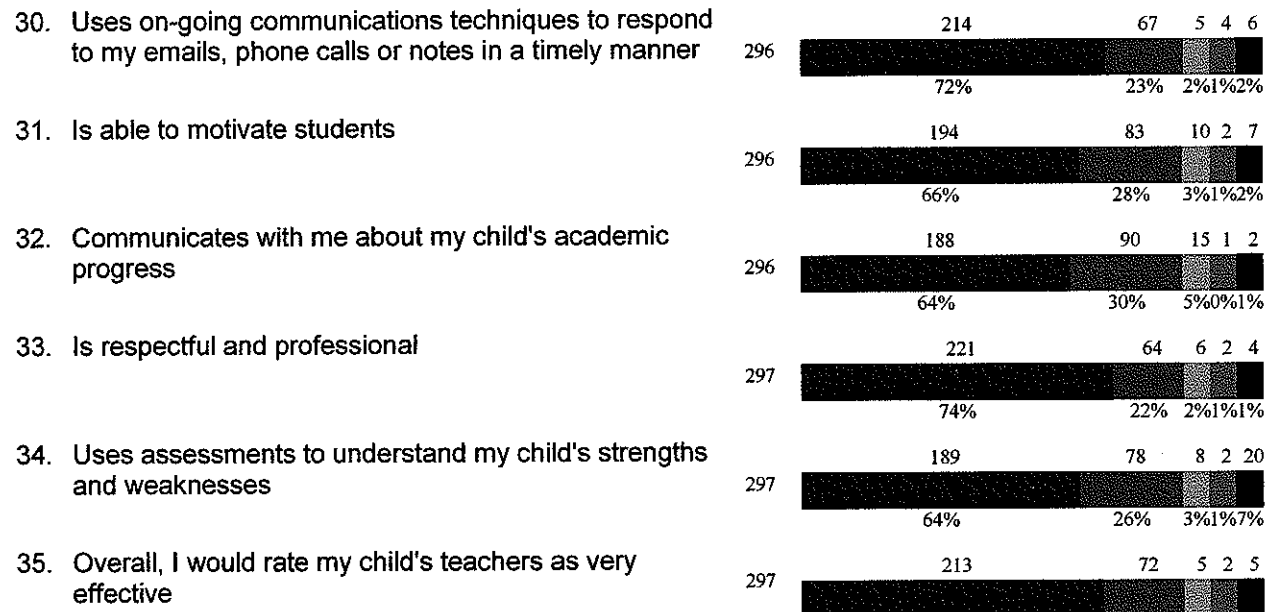


21. My child's school communicates its mission to parents, students and teachers.





Teachers

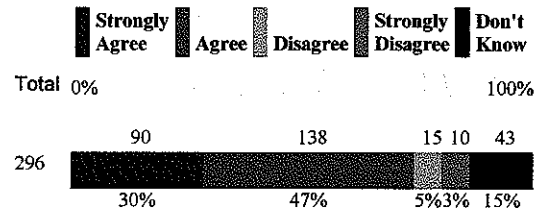


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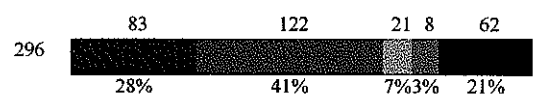
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Principal

36. Provide EFFECTIVE Leadership



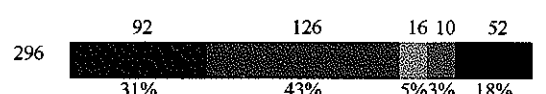
37. Incorporate Parents' FEEDBACK in the decision making



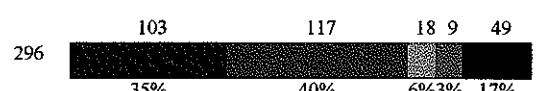
38. Provide TIMELY AND CONSTRUCTIVE feedback to parents



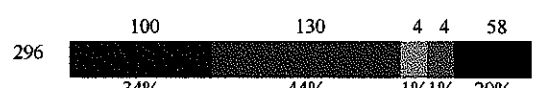
39. Use EFFECTIVE communication techniques with parents



40. CONSISTENTLY implement school discipline code



41. APPRECIATE school diversity



42. Are RESPECTFUL and PROFESSIONAL



43. Use POSITIVE DEMENEOUR toward others



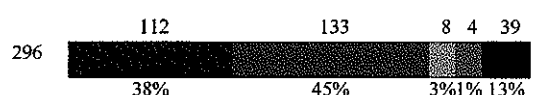
44. Demonstrate STRONG INTEREST IN THE SUCCESS of the school



45. Are always PROFESSIONALLY PRESENTABLE



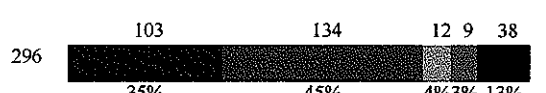
46. TREAT STUDENTS with equality, respect and empathy



47. Maintain POSITIVE RELATIONSHIP with parents

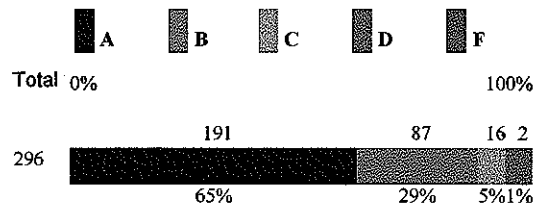


48. Overall, I would rate the three principals at my child's school as very effective



Overall Rating

49. The overall grade I would give this school is:



Daily News

2009 READERS' CHOICE AWARDS



Congratulations

Ivy Academia

Has Been Voted A Reader

FAVORITE

Public Charter School

BY THE READERS OF THE DAILY NEWS.



Appendix H

INTERVENTION LOG (Exemplary Process)

Referring Teacher: Mr. Teacher Student: Tomas Thumb Grade: 5 Primary Language: Spanish

Describe Nature of Concern (Be Specific): Student is functioning at only 40 words per minute in reading fluency.

Goal/Expected outcomes Improve fluency from 40 words per minute to 60 words per minute; Improve on task behavior from 5 minutes to 10 minutes with only 1 teacher prompt.

Intervention(s) provided:

Dates (From/To)	Indicate Tier Level of Intervention (I, II, or III)	Intervention - Describe methods used (Indicate supplemental curriculum, if used)	Who?	Frequency (How often?)	Duration (How long?)	Outcome (List Data) (baseline/target/outcome)
9/12/08 - 11/30/08	Tier I	Peer tutoring with select 100 high frequency word flash cards during Independent Seat Work	Teacher, 6 th grade tutor, student	3x/week	10 minutes	40 wpm/60 wpm /45 wpm
9/12/08 - 10/30/08	Tier I	Student will keep tally of each time he is redirected by teacher during language arts block. Teacher and student will discuss tally marks.	Teacher, student	Tally Daily Discuss Daily	90 minutes 2-3 minutes	5 min/10 min/40 min
12/1/08 - 1/20/09	Tier II	Repeated readings with teacher in small group using ancillary readers from core curriculum.	Teacher, student	Daily	10 minutes	45 wpm/60 wpm/48 wpm

List any additional accommodations or supports provided (i.e. provided extra time for tests, shortened assignments, etc.): preferential seating near teacher during language arts block; study buddy; additional time on tests; can choose to work independently at back table

SST INITIAL MEETING SUMMARY FORM (Exemplary Process)

Student Tomas Thumb	Birth date 11/24/98	Student ID 2468	Teacher/Grade Mr. Tchrr/5	Today's date 1/20/09
Primary language Spanish	Parents Jose and Angela Thumb		(local use)	(local use)

Include most current data (multiple measures, CST, etc.)

Writing	Math	Reading	CST: Reading	CST: Math	ELL data/CELDT	CAHSEE	Other
Approaching Benchmark	Approaching Benchmark	Not Meeting Benchmark	Below Basic 279	Basic 313	CELDT Level 4	n/a	

STRENGTHS INTERESTS	Records, Data and Information		CONCERNS	STRATEGIES
	Information	Tiered Interventions/Accommodations (Attach Intervention Log & Documents)	(Prioritize) What hasn't improved despite interventions?	
<ul style="list-style-type: none"> • Wants to please • Likes to help in the classroom and at home • Has played baseball since age 5 (made the All Star team last year) • Polite • Chores include taking out trash, clean bedroom, watch brother • Gets along well with peers • Creative writer 	<p>Health/development: Passed Hearing & Vision 9/08 Normal pregnancy and delivery Allergic to milk Chronic ear infections until age 4 Met developmental milestones No medications Family/home: Lives with mom and dad, one younger brother (4 years), one aunt temporarily in home Dad speaks mostly Spanish Mom, aunt, brother, Tom all speak English in home Attendance (History/Current) Regular attendance since Kinder Academics (History/Current) Has been attending PS17 since 3rd grade Attended PS203 for K-2nd No preschool Received speech services in Kinder, exited in 1st grade</p>	<p style="text-align: center;">Tier I</p> <p>Peer Tutoring for HFW Self-Tally each time redirected by teacher for off-task behavior Preferential seating near teacher Study buddy</p> <p style="text-align: center;">Tier II</p> <p>Repeated Readings in Small group with teacher Additional time on tests Work independently at back table when distracted by others (student choice)</p>	<p>1. Reading fluency remains well below benchmark. Began the year 40 wpm After Tier I, increased to 45 wpm After Tier II, increased to 48 wpm</p> <p>2. Recently began squinting while reading</p>	<p>Brainstorm Interventions based on strengths and interests</p> <p>Read high interest books at home every night Echo reading with peer DuoLog reading with tutor Voyager Reading Program Wilson Reading Read 180 Lexia SOS Read Naturally in the Reading Center Leveled readers from classroom library</p>

Note: This form is available electronically with an expandable format, so that information may be typed under each heading.

STRENGTHS INTERESTS	Records, Data and Information		CONCERNS	STRATEGIES
	Information	Tiered Interventions/Accommodations (Attach Intervention Log & Documents)	(Prioritize) What hasn't improved despite interventions?	Brainstorm interventions based on strengths and interests
	<p>Attended Extended Day for reading in 2nd grade (decoding focus)</p> <p>Did not receive phonics instruction until 2nd grade</p> <p>Entered school as a CELDT level 3</p> <p>Oral Text Passage = 5th grade, 95% acc, 48 cwpm, 3/8 comp</p> <p>District Math Assess = 68%</p> <p>Behavior:</p> <p>One office referral for playground incident</p> <p>Had difficulty staying on task, but was resolved through Tier 1 intervention</p> <p>Other:</p> <p>Father received RSP services through 8th grade</p>			
<p>Non-Rtl² Intervention Strategies & Tasks for Follow Up/ Case Management:</p> <p>Have vision checked at doctor's office (glasses?)</p> <p>Sign reading log nightly</p> <p>Select high-interest books</p> <p>Incentive chart for meeting reading goal</p>			<p>Who</p> <p>Parents</p> <p>Parents, Tom</p> <p>Teacher, Tom</p> <p>Teacher, Parents, Tom</p>	<p>When</p> <p>1/30/09</p> <p>1/20/09</p> <p>1/21/09</p> <p>1/22/09</p>

(Signature section follows)

THIS DOCUMENT MUST BE ATTACHED TO THE SUMMARY FORM

SST Specific Intervention Plan (Exemplary Process)

Used for (Tier II or Tier III) RtI² interventions

Student: Tomas Thumb		School: PS 17		SST #: 1		Birth date: 11/24/98		Grade: 5	
CONCERN:		A specific description of the target skill or behavior							
Reading Fluency remains below benchmark		Baseline = 48 cwpm Benchmark = 129 cwpm							
Specific (research-based) intervention:		Reads Naturally		Frequency:		4		# of MINUTES per week	
Academics		Behavior		Reasons/Function for behavior					
<input type="checkbox"/> Lacks necessary skills <input type="checkbox"/> Has ability but limited motivation <input type="checkbox"/> Struggling academically in current instructional placement <input type="checkbox"/> Needs drill & practice		<input type="checkbox"/> Lacks necessary skills <input type="checkbox"/> Has limited motivation <input type="checkbox"/> Seeks attn from adults <input type="checkbox"/> Seeks attn from peers <input type="checkbox"/> Reacts to teasing/bullying <input type="checkbox"/> Tries to escape work <input type="checkbox"/> Seeks access to privileges <input type="checkbox"/> or rewards <input type="checkbox"/> Seeks sensory stimulation		Duration # of weeks: 6 Who Delivers Intervention: Reading Tutor When Start & End: 1/22/09 - 3/5/09		Frequency: # of TIMES per week: 4 # of MINUTES per time: 10		Desired result (outcome): Increase 3-5 cwpm per week (to 75 cwpm)	
Progress Monitoring and Intervention Assessment									
How will result (outcome) be measured?		Reads Naturally timed reading sample ("hot" read)							
How often will progress be assessed?		Weekly							
How often will progress be reported?		Bi-weekly							
Who will receive progress reports?		Case Manager							
Addition Supports for desired result/outcome									
Family support responsibilities:		What		Parents/Tom		1/21/09-3/5/09		When Start & End	
Staff support responsibilities:		What		Literacy Coach		1/20/09		When Start & End	
Community responsibility:		What		Parent		1/25/09		When Start & End	

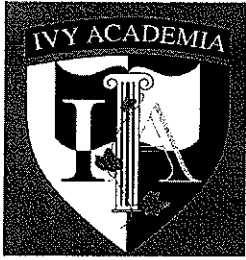
SST FOLLOW-UP MEETING SUMMARY FORM (Exemplary Process, with 3 possible outcomes)

Student <i>Tomas Thumb</i>	Student ID <i>2468</i>	Teacher/Grade <i>Mr. Tchrr/5</i>	Today's date <i>3/7/09</i>
Birth date <i>1/24/98</i>	Parents <i>Jose and Angela Thumb</i>		
Primary language <i>Spanish</i>	(local use)		

DESIRED RESULTS	SPECIFIC INTERVENTION	WHAT ACTUALLY HAPPENED?	STUDENT'S RESPONSE	CONTINUE or ADJUST Or NEW INTERVENTION (Requires new intervention plan form)
List from Intervention Plan Increase reading fluency 3-5 cwpm per week (to 75 cwpm)	List from Intervention Plan, include frequency/duration information Reads Naturally with reading tutor 4x/week, 10 min/day for 6 weeks <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 5px auto;"> Note: This form is available electronically with an expandable format, so that information may be typed under each heading. </div>	Describe how the intervention was actually carried out, include frequency/duration <u>Possible outcome #1:</u> Reads Naturally delivered 4x/wk, 10 min/day, for 6 weeks <u>Possible outcome #2:</u> Reads Naturally delivered only 2/wk, 10 min/day for 6 weeks (due to conflict in schedule with PE) <u>Possible outcome #3:</u> Reads Naturally delivered 4x/wk, 10 min/day, for 6 weeks	Review assessment data & analyze results Made consistent growth Last "cold read" was 70 cwpm Last "cold read" was 57 cwpm Made very little growth, last "cold read" was 50 cwpm	CONTINUE Intervention (no new plan needed) ADJUST Intervention time to remove conflict, increase days to 5x/week Move to Tier III (complete NEW intervention plan)
Non-RtI ² Intervention Strategies & Tasks 1. Doctor's appt (glasses?) 2. Sign reading log/incentive chart for meeting goal 3. Select high interest books 4. BB Coach has been praising Tom when he meets weekly goal	Outcome 1. Eye exam showed glasses not needed 2. Was not done consistently 1 st 2 weeks 3. Does not need teacher assistance any more 4. Praise is well received by Tom	New Information Mom reported work schedule conflict. She adjusted her schedule so that she is now home every evening to help Tom read.	New (Non-RtI ² Intervention) Strategies & Tasks	

Appendix

I



Ivy Academia K-12th Entrepreneurial Charter School

"Educating Our Next Generation Entrepreneurs"

Main Campus

6051 De Soto Avenue
Woodland Hills, CA 91367
Tel 818-348-8190
Fax 818-348-8339

www.ivyacademia.com



IVY ACADEMIA GIFTED AND TALENTED (IAGATE) PROGRAM

The Ivy Academia's Gifted and Talented Education (IAGATE) Program is designed to motivate students in a challenging environment that promotes student achievement.

Ivy Academia educators believe in a differentiated curriculum that incorporates high level thinking skills and provides for a variety of learning modalities. Teachers work closely with Ivy Academia Assessment Coordinator and Administrators to take part in staff development opportunities that further their knowledge and understanding of the social, emotional and academic needs of their students.

Ivy Academia's comprehensive IAGATE program encourages and provides for the ongoing participation of parents/guardians in the planning and evaluation of their individual student program.

Identified IAGATE students who elect to participate in the program will be expected to maintain a high level of academic performance, show progress in mastering course requirements, embrace academic challenges, and demonstrate a level of commitment necessary for success in the program. Continued enrollment in the IAGATE program will require on-going evidence of academic achievement and performance.

Characteristics of a Gifted Child

- Student whose general intellectual development is markedly advanced in relationship to their chronological peers.
- Students who consistently function for two consecutive years at highly advanced levels in reading (elementary) or English (secondary) and mathematics.

Process for Identification

Identification is accomplished through the following process:

1. **Referral** - Interested parents of students who may be eligible should contact their teacher or GATE Coordinator.
2. **Screening** – The school administrator, along with the student's teacher, screens student by collecting data from existing sources, such as the cumulative record, report cards for the last two years, progress report cards, scores on recently administered achievement tests, EduSoft test results, parent questionnaire and standards based assessments.
3. **Committee Review** – Director of Curriculum, Principal and IAGATE Coordinator and teachers knowledgeable about the student will review all screening and assessment data to determine the eligibility of students. Parents are notified as to the student's eligibility or non-eligibility. If a student is found eligible for IAGATE, parents will receive a *Parent's Consent for Participation form* that the parents must sign and return to the school to be kept in the student's cumulative record.

Ivy GATE Program –Portfolios, projects, presentations and participation in exhibitions are particularly useful in assuring that IAGATE students are accountable for working up to their potential by customizing expectations to each learner. In consultation with their teachers and parents, students set annual academic goals (Individual Performance Plans). Throughout the school year, evidence of this accelerated learning is collected and placed in a portfolio to verify the accomplishment of the goals. Individual Performance Plans will be reviewed at least annually and maintained in an orange folder as an important part of the IAGATE student's cumulative record.

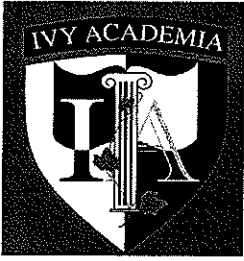
Canoga Park Campus

20620 Arminita St.,
Canoga Park, CA 91306



West Hills Primary Campus

6601 Valley Circle Blvd.,
West Hills, CA 91307



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 Woodland Hills, CA 91367
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www.ivyacademia.com



APPLICATION FOR IDENTIFICATION AS GIFTED
IN THE HIGH ACHIEVEMENT / SPECIFIC ACADEMIC CATEGORIES

Please print and use black ink

Spec Ed Eligibility _____ ELD Level _____ RFEP _____ IFEP _____

1. CANDIDATE

Last Name _____ First Name _____ D/O/B _____ Ethnicity _____
 Grade _____ Sex F M Home Language _____
 Parent/Guardian _____ Work No. (_____) _____ Mobile No. (_____) _____
 Current Home No. (_____) _____ Other No. (_____) _____
 Address _____ City _____ Zip Code _____

2. REFERRAL (Name of referring person) High Achievement Specific Academic Ability Indicate Subject _____
 Name/Title _____ Signature: _____

3. SCREENING All items must be completed (see reverse side)
 Previous IAGATE or GATE assessment Year _____ School _____ Category _____
 Results _____
 No. of years participating in IAGATE Program: _____ Diverse Backgrounds _____ Advanced Studies Program _____

A. Complete the chart below with student grades (Elementary), grade-point averages (Secondary), and percentile rank scores.

PROTOCOL <input type="checkbox"/> CST <input type="checkbox"/> CAT/6	STUDENT DATA: Submit scaled score in the California Standards Test (CST [^]) or the National Percentile Rank—Stanine (N/PR*) in the CAT/6. Elementary ---Grades of 4 in achievement (exceeds grade level). Secondary ---3.5 GPA; 3.0 Honors or AP. High Achievement ---Two consecutive current years. Specific Academic ---Three consecutive current years.				
YEAR	GRADE	English-Language Arts [^] English/Reading/EL	Mathematics	Science (Grades 9-12)	Social Science (Gr. 9-12)

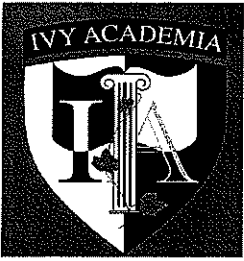
Year/Grade	CST [^]	N/PR*	GPA	Year/Grade	CST [^]	N/PR*	GPA	Year/Grade	CST [^]	N/PR*	GPA

B. Teacher comments to verify above-average performance in the required subject areas (specify): _____

4. SCREENING COMMITTEE REPORT (**A member should have understanding of candidate's economic, linguistic, and cultural background.) Verification of excellence. (Checklist on reverse side must be completed.)
 Recommended. Obtain parent consent. Not recommended. Discontinue screening.

Signature of Administrator or Designee _____ Date _____ Signature of Teacher (Required) _____ Date _____

Signature of Committee Member (Include title) _____ Date _____ Signature of Committee Member (Include title) _____ Date _____



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CHECKLIST FOR IDENTIFICATION AS IVY ACADEMIA GIFTED AND TALENTED. The following is a list of characteristics frequently found in students identified as gifted or talented, including students from diverse backgrounds. The checklist will be used as part of the information considered in determining student eligibility to participate in the IAGATE Program. From your observations of this student, indicate how often each trait applies by checking the appropriate column.

1) No opportunity to observe 2) Seldom/Never 3) Occasionally 4) Frequently 5) Consistently	1	2	3	4	5
Strong powers of reasoning, ability to make comparisons and generalizations, and ability to see cause-and-effect relationships.					
Ability to concentrate, to become totally submerged and absorbed in an assignment, project, or activity.					
Approaches tasks in different, unusual, and original ways.					
Ability to use humor to make a point, to change a situation to gain an advantage, to connect diverse knowledge.					
Displays keen powers of perception and observation that can frequently detect fallacies and inconsistencies.					
Thinks of and asks questions which involve logical-thinking process.					
Shows fluency in his/her native language; uses expressive speech and extensive vocabulary.					
Shows interest in how things work and why; questions authority.					
Enjoys intelligent risk-taking behavior, often accompanied by a sense of drama.					
Improvises with commonplace materials and objects.					
Shows a "street sense" and is recognized by others as a youngster who has the ability to "make it" in the dominant society.					
Uses body language and gestures expressively; has ability to interpret body language.					
Displays inner conflicts about academic achievement.					
Enjoys group activities and problem solving; shows originality. Relates well to peers and is respected by them and is seen as a leader (may lead in negative way).					
Uses richness of imagery in informal language.					
Is sensitive and empathetic to the feelings of others but is impatient with illogical, sloppy, or disorganized thinking.					
Possesses a sense of justice and fairness, intuitively understands why certain behavior is good and another is bad.					
Is more sensitive to social and moral issues, particularly those in which the student's sense of reason seems to be violated.					
Likes flexibility in scheduling and experience: is resistant to routine drill.					
Learns through intrinsic motivation rather than external reward.					
Demonstrates high-level social skills and leadership qualities. Enjoys competition but also works in cooperation with others.					

Checklist Completed by: _____ Title: _____

FOR OFFICE USE ONLY. DO NOT WRITE BELOW THIS LINE.

5. DETERMINATION OF ELIGIBILITY

[] Eligible in the category of: High Achievement Specific Academic Ability: English Math Science Social Science
 [] Not eligible for participation COMMENTS: _____

Signature and title of Ivy's Staff Member _____

Date: _____

Parent Evaluation

Rating Behavioral Characteristics of Superior Students

Adapted from J. Renzulli, et. al.

Student Name _____

Evaluator's Name _____

School _____ Grade _____

Teacher _____

Seldom or never	Occasionally	Considerably	Almost Always
-----------------	--------------	--------------	---------------

Part I Learning Characteristics

1. Has unusually advanced vocabulary for age or grade level; uses terms in meaningful way; has verbal behavior characterized by "richness" of expression, elaboration, and fluency.
2. Possesses a large storehouse of information about a variety of topics beyond the usual interests of youngsters his/her age.
3. Has quick mastery and recall of factual information.
4. Wants to know what makes things (or people) "tick".
5. Is a keen alert observer; usually "sees more" or "gets more" out of a story, film, etc. than others.
6. Reads a great deal on his/her own; usually prefers adult level books; does not avoid difficult material; may show a preference for biography, autobiography, encyclopedias and atlases.

Part II Motivational Characteristics

7. Becomes absorbed or fully involved in certain topics or problems; is persistent in seeking task completion. (It is sometimes difficult to get him/her to move on to another topic.)
8. Is easily bored with routine tasks.
9. Is interested in many "adult" problems such as religion, politics, diversity- more than usual for age level.
10. Is quite concerned with right and wrong, good and bad, often evaluates and passes judgement on events, people and things.

(please continue on other side)

Parent Evaluation(cont.)

Rating Behavioral Characteristics of Superior Students

Adapted from J. Renzulli, et. al.

Student Name _____

Evaluator's Name _____

Part III Creativity Characteristics

- | | Seldom or never | Occasionally | Considerably | Almost Always |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 11. Displays a great deal of curiosity about many things; is constantly asking provocative questions (as opposed to factual). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. Creates a large number of ideas or solutions to problems or questions; often offers unusual ("wayout"), unique, clever responses. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. Is uninhibited in expressions of opinion; is sometimes radical and spirited in disagreement; is tenacious; is unwilling to accept authoritarian pronouncements without critical examination. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. Displays a good deal of intellectual playfulness; imagines ("wonder what would happen if ..."); is often concerned with improving things. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. Is sensitive to beauty; attends to aesthetic characteristics of things. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Part IV Leadership Characteristics

- | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 16. Is self confident with children his/her own age as well as adults; seems comfortable when asked to show his/her own work to the class. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17. Can express himself/herself well; has good verbal facility and is usually well understood. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18. Adapts readily to new situations; is flexible in thought and action and does not seem disturbed when the normal routine is changed. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 19. Tends to dominate others when they are around; generally directs the activity in which he /she is involved. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Appendix

J

IEP SUMMARY FOR RYLYNN

Eligibility: Specific Learning Disability

Service Provider/s: Resource, DIS

Annual Review by: January 26, 2010

Triennial due date: January 26, 2012

Formal testing for 3 Yr.IEP? yes – academic, general ability, health, OT

Extended School Year (ESY)? yes Dual Textbooks? no

Service Description	In-Class Minutes	Pull-Out Minutes	Total Weekly Minutes	Total Monthly Minutes	Addresses Goal(s)
RSP(MATH)	Combo.		60		Mathematics
RSP(READING)	Combo.		60		Reading
RSP (WRITING)	Combo.		60		Writing
DIS (OT)		60			Occupational Therapy

ANNUAL GOALS

Goal	Description	Obj. 1	Obj. 2	Annual
1. WRT	When given 30 three and four letter short-vowel words from the list of priority sight words for first grade, Rylynn will spell the words with 80% accuracy in 4 of 5 trials as measured by student work samples.	May 2009	Sept. 2009	Jan. 2010
		15 words 3/5 70%	25 words 3/5 75%	30 words 3/5 80%

Goal	Description	Obj. 1	Obj. 2	Annual
2. WRT	When given sentences to write, Rylynn will correctly use simple capital letters (beginning of sentence, names, I) and endmark punctuation (. ? or !) with 80% accuracy in 4 of 5 trials, as measured by student work samples.	May 2009	Sept. 2009	Jan. 2010
		3/5 70%	4/5 75%	3/5 80%

Goal	Description	Obj. 1	Obj. 2	Annual
3. RD	When given a page of text from an early reader, Rylynn will be able to point to letters, words and sentences with 80% accuracy in 4 of 5 trials, as measured by teacher-charted observation/charted records.	May 2009	Sept. 2009	Jan. 2010
		4/5 70%	4/5 75%	4/5 80%

Goal	Description	Obj. 1	Obj. 2	Annual

4. RD	When given 5 who, what, where, and how questions from an instructional level selection read aloud, Rylynn will respond with 80% accuracy in 4 consecutive trials as measured by teacher charted observation.	May 2009 3 ?s 3/3 70%	Sept. 2009 4?s 4/4 75%	Jan. 2010 5 ?s 4/4 80%
----------	--	---------------------------------------	--	--

Goal	Description	Obj. 1	Obj. 2	Annual
5. Math	When given a teacher direction, Rylynn will orally count/read/write whole numbers to 100 with 80% accuracy on 4 consecutive trials as measured by teacher charted work samples.	May 2009 50 3/3 80%	Sept. 2009 75 4/4 80%	Jan. 2010 100 4/4 80%

Goal	Description	Obj. 1	Obj. 2	Annual
6. Math	When given 10 addition/subtraction problems to 20, Rylynn will write answers to problems with 80% accuracy in 3 of 4 trials as measured by teacher-charted observations.	May 2009 6 (+) to 10 3/5 75%	Sept. 2009 6 (-) to 15 3/5 75%	Jan. 2010 10 (+,-) to 20 3/4 80%

Goal	Description	Obj. 1	Obj. 2	Annual
7. OT	In order to improve fine motor/visual motor skills, Rylynn will appropriately grasp and manipulate classroom tools and materials to complete a classroom assembly project requiring writing, coloring, scissoring and or pasting with 85% accuracy, 4/5 trials.	May 2009 3/5 65%	Sept. 2009 4/5 75%	Jan. 2010 4/5 85%

Goal	Description	Obj. 1	Obj. 2	Annual
8. OT	In order to improve sensory processing/modulation skills, Rylynn will be able to attend to a 20 minute classroom activity requiring the following directions, organizing and sequencing for completing a classroom project, through the use of sensory strategies, with no more than 2 cues for repetition of missed information, 4/5 trials.	May 2009 3/5 15 min. 6 cues	Sept. 2009 3/5 20 min. 4 cues	Jan. 2010 4/5 20 min. 2 cues

ACCOMMODATIONS AND MODIFICATIONS

Tests:

<p><u>Classroom Tests, Quizzes, Pop Quizzes</u></p> <ul style="list-style-type: none"> •Small group setting •tests read aloud, if feasible, extra time, supervised breaks
<p><u>State/District</u></p> <p>(note: See above row. In order for this student to receive State/District test accommodations [and on SAT examinations], we must be providing these accommodations).</p> <ul style="list-style-type: none"> •Not applicable

ACCOMODATIONS:

- Use of frequent cueing, redirection, repetition, and prompting.
- Minimize distractions in order to increase Rylynn's ability to follow directions.
- Ensure understanding of directions.
- Use of visual and auditory cues simultaneously to augment comprehension.
- Use of visuals as concrete reminders so she knows what is expected of her, especially the rules and guidelines clearly expressed in written form with some flexibility.
- Break assignments into smaller segments/increments, increasing with time.
- Positive rewards for effort, staying on task, and hard work.

****Disclaimer: These notes are typed in consideration for your convenience, pc folder, & quick review. Notes may occasionally have typos or other errors. Please review original IEP for accuracy.***



IAGATE Individual Student Performance Plan

Student Name: Ana 2nd grade Date: 12/12/01 Review Date: 10/14/09

Current Levels of Performance (Based upon CA State Standards)

Math:

Proficient – Has mastered 2 digit addition and subtraction with regrouping; knows (per mom) multiplication facts up to 10.

Language Arts (speaking, listening, reading, writing):

Beautiful penmanship – knows and uses conventions of writing (spelling, grammar, sentence structure, descriptive details).

Reads for pleasure (Magic Tree House) and Fairy books.

Social Skills:

Has a strong sense of right and wrong – students look up to her – Takes it upon herself to intervene when other students misbehave.

Special Affinities:

Bilingual in Russian, takes weekly lessons. Takes Piano lessons 2 times a week.

Gymnastic – is artistic – confident, solid.

Annual Goals

Math:

Solving multi-step story problems (writing a numeric equation) and showing her work. Ask Ana to verbally explain procedures for solving story problems.

Evidence of Mastery:

Other:

If mastery of 2nd grade standards has been established, please provide challenging / extension activities for home work.



IAGATE Individual Student Performance Plan

Student Name: Daniel 5th grade Date: 7/22/09 Review Date: 11/1/09

Current Levels of Performance (Based upon CA state Standards)

Math:

High critical thinking skills to encompass basic mathematical skills (addition, subtraction, multiplication, and division) with multiple digits. Resists practicing math facts and showing his work on math assignments.

Recommendation for placement in advanced math class

Annual Goals:

Daniel will slow himself down in order to not make careless mistakes and organize his numbers in a legible and easy to solve fashion. In addition to drill and practice homework assignments, Daniel benefits from real-world based projects.

Evidence of Mastery (to be placed in portfolio):

Neatness and accuracy of 90% and above on tests/quizzes

Language Arts (speaking, listening, reading, writing):

Speaking skills are advanced: ability to stay on topic, remain focused, articulate clearly. Comprehends verbal information easily and retains information. Reading comprehension is advanced. Penmanship skills need improvement and writing skills are average for his age.

Annual Goals:

Daniel will receive an informal OT assessment to determine whether printing skills or cursive skills should be encouraged. Daniel will receive an additional practice in penmanship for spacing and letter formation at home and school. Daniel will brainstorm with his Language Arts teacher regarding a creative project related to the class novel that he can orally share with his class instead of writing share with the class orally. Keyboarding skills and word processing is to be encouraged for formal written assignments.

Evidence of Mastery (to be placed in portfolio):

At least 5 handwritten writing samples

Evidence from additional project (ie rubric, copy of project, etc.)

Opportunity to word process written essays.

Social Skills:

Daniel is well liked by his peers and interacts appropriately with adults.

Special Affinities:

Daniel enjoys learning about the medieval period, playing his electric guitar, discussing and participating in soccer, and enjoys doing additional research on topics of interest.

Annual Goals:

Daniel should be encouraged to work on projects with students of similar affinities.

Appendix

K

Ivy Academia Elementary School #2

The following is a tentative instructional calendar for the 2010-2011 school year, which consists of 180 instructional days. The schedule may still be modified but all times it will have a minimum of 175 instructional days. Any changes will be provided to LAUSD prior to implementation for the preparation, calculation and verification of attendance reports. Reasons for changes to the academic calendar may be requested by LAUSD

Single track	
First Day of Instruction	September 7, 2010
Last Day of Instruction	June 17, 2011
Rosh Hashanah	September 9 – 10, 2010
Veterans Day	November 11, 2010
Thanksgiving	November 25 – 26, 2010
Winter Recess	December 20 – 31, 2010
M.L. King Jr., Day	January 17, 2011
Lincoln's Birthday	February 11, 2011
Presidents' Day	February 21, 2011
Spring Recess	April 18 – 22, 2011
Memorial Day	May 30, 2011

Ivy Academia

Elementary School

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 - 8:10 (10 min.)	Morning Business				
8:15-9:45 (90 min.)	Language Arts Switch	Language Arts Switch	Language Arts Switch	Language Arts Switch	Language Arts Switch
9:50- 10:10	Recess - (20 min.)				
10:15 - 11:30 (75 min.)	MATH Switch	MATH Switch	MATH Switch	MATH Switch	MATH Switch
11:35 -12:15 (40 min.)	Enrichment- OR- Writing	Enrichment -OR- Writing	Enrichment-OR- Writing	Enrichment-OR- Writing	Art
12:15-1:00	Lunch - (45 min.)				
1:00-1:15	<i>DEAR/ Read Aloud</i>				
1:15-1:30 (15 min.)	Character Ed.	Character Ed.	Character Ed.	Character Ed.	Ivy Community
1:30-2:15 (45 min.)	Enrichment-OR- S/SS	Enrichment-OR- S/SS	Enrichment-OR- SS/S	Enrichment-OR- SS/S	Ivy Community
2:15 - 2:30 (15 min.)	Review/ Exit Questions	Review/ Exit Questions	Review/ Exit Questions	Review/ Exit Questions	Review/ Exit Questions
2:30	DISMISSAL				
3:00 - 4:30	Intervention - (90Min.)				

ALL ENRICHMENT CLASS SUBJECT TO CHANGE!!
 *Minimum Day Schedule- Begins @ 8:00 AM – Dismissal @ 12:15 PM
 (THERE WILL BE NO LUNCHESES SERVED ON THESE DAYS)

Appendix L

Ivy Academia Entrepreneurial Charter School

Section 504 Plan

Student Christian _____ Date of Birth 7/8/95
 School Ivy Academia Grade 5
 Date of Plan 10/16/09 Projected Re-evaluation Date By 10/16/12

Indicate here the student's mental/physical impairment: Inflammatory Bowel Disease.

Indicate below the specific area(s) of educational impact and the type of related accommodation(s) needed to support an effective educational program for the student; e.g., changes in the classroom environment, changes in testing procedures, use of various classroom materials, teaching strategies to be employed, etc. Also indicate who will be responsible for each accommodation (teacher, student, parent/guardian, counselor, school nurse, etc.) and the frequency or when the action, strategy, or accommodations to be made.

Area(s) of Educational Impact	Related Accommodations	Person(s) Responsible	Frequency (when action will be taken)
<p>All Classes</p> <p>Christian's flare-ups may necessitate frequent usage of the bathroom.</p> <p>Because of Christian's medical condition, he needs to be allowed to consume fluids.</p> <p>Testing (Classroom/State/District)</p> <p>If Christian experiences a medical flare-up, this can occur at any time, including days when tests are administered or days when homework and projects are due.</p>	<input type="checkbox"/> An "any time" bathroom pass without asking permission, and without penalty.	Teachers	10/19/09
	<input type="checkbox"/> If a student bathroom isn't immediately available, Christian may use another bathroom; i.e., faculty bathroom or bathroom adjacent to Resource Room.	Teachers	10/19/09
	<input type="checkbox"/> Preferential Seating: close to hallway door.	Teachers	10/19/09
	<input type="checkbox"/> Christian may carry and drink water throughout the day, in or out of class, as he deems necessary or appropriate.	Teachers	10/19/09
	<input type="checkbox"/> Provide "stop the clock" testing; meaning, when Christian takes an assessment, the time for completing it will be extended by the amount of time he spends away from the test room. This accommodation will be provided without penalty and will apply to all tests, including (but not limited to) state standardized testing and course exams.	Teachers	10/19/09
	<input type="checkbox"/> If Christian is unable to take an exam or submit a major project on a given day, the exam or major project deadline will be rescheduled without penalty. Cumulative term grades will not be determined until the student has had the opportunity to take the make-up exam or complete the major project.	Teachers	10/19/09
	<input type="checkbox"/> Allow extended time (double time)	Teachers	10/19/09
<p>Physical Education and Movement</p> <p>During Christian's flare-ups,</p>	<p>Christian is allowed to self-monitor his energy level and fatigue during gym class to determine if he feels capable of participating in a given physical education class.</p>	Teachers	10/19/09

<p>he may not feel well enough participate as he might be experiencing difficulties ambulating and sitting.</p>	<p>Christian is allowed to utilize a rolling backpack on wheels without penalty.</p> <p>Christian should be permitted to remain inside the school during times of heat exceeding 85 degrees, as the heat can exacerbate fatigue due to his medical condition.</p> <p>During times of flare-ups, Christian is allowed to wear his shirt outside the pants when stomach cramps are causing discomfort.</p>		
<p>Contact must be maintained for parent and student.</p>	<p>School must notify parent immediately of an outbreak of chicken pox or other infectious disease as to which Christian is at a greater risk due to his medical condition.</p> <p>Allow Christian to carry a cellular phone to use in an emergency that precludes him from reaching a school telephone to contact parent.</p>		

The following Section 504 team members acknowledge by their signature their participation in this Section 504 evaluation for (student Name) and indicate their particular area of knowledge with regard to this student:

NAME (Please print)	Signature	KNOWLEDGE OF
<hr/>		<input type="checkbox"/> Student
Position/Title <u>Principal</u>		<input type="checkbox"/> Evaluation Data
		<input type="checkbox"/> Educational Placement
NAME (Please print)	Signature	KNOWLEDGE OF
<hr/>		<input type="checkbox"/> Student
Position/Title <u>Parent</u>		<input type="checkbox"/> Evaluation Data
		<input type="checkbox"/> Educational Placement
NAME (Please print)	Signature	KNOWLEDGE OF
<hr/>		<input type="checkbox"/> Student
Position/Title <u>Teacher</u>		<input type="checkbox"/> Evaluation Data
		<input type="checkbox"/> Educational Placement
NAME (Please print)	Signature	KNOWLEDGE OF
<hr/>		<input type="checkbox"/> Student

Parents/guardians have the right to appeal the local school site's decisions with regard to the identification, evaluation, or accommodations of students under Section 504. Such appeals must be put in writing and sent to the Local District Office

(Local District Office Address)

within 15 days of receiving notice of the school site decision. Please consult the attached "Parent/Guardian Procedural Safeguards under Section 504 of the Rehabilitation Act of 1973" form for other appeal options.

For additional information or assistance, parents/guardians may call the Local District Office and ask to speak to the Local District's Section 504 Designee.

(818) 347-3398

(Local District Office Telephone Number)

Appendix

M

Ivy Academia Entrepreneurial Charter School

Los Angeles Unified School District Single Plan for Student Achievement Accountability Matrix

High Academic Achievement Action Plan

Accountabilities	Ivy Target	Subgroup(s)	Strategies/Activities	Resources/Proposed Funding Sources	Means of Evaluating Progress	Staff Responsible	Start/Completion Date																																																							
<p>Increase percentage of students in grades 2-5 scoring proficient or advanced on the CST in ELA and Math</p> <p>% Proficient/Advanced CST ELA by grade:</p> <table border="1"> <tr> <td>2nd</td> <td>46%</td> <td>50%</td> <td>55%</td> <td>60%</td> <td>66%</td> </tr> <tr> <td>3rd</td> <td>38%</td> <td>41%</td> <td>45%</td> <td>49%</td> <td>53%</td> </tr> <tr> <td>4th</td> <td>49%</td> <td>53%</td> <td>58%</td> <td>63%</td> <td>69%</td> </tr> <tr> <td>5th</td> <td>52%</td> <td>57%</td> <td>62%</td> <td>68%</td> <td>74%</td> </tr> </table>	2 nd	46%	50%	55%	60%	66%	3 rd	38%	41%	45%	49%	53%	4 th	49%	53%	58%	63%	69%	5 th	52%	57%	62%	68%	74%	10%	<p>Last the Numerically Significant Subgroups</p>	<p>Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.</p>	<p>Identify the resources needed to implement the strategies/activities and/or support described in the left hand column.</p>	<p>Periodic Assessment See monitoring indicators from CST section below to increase the median API score.</p>	<p>Who participates and/or who is responsible for monitoring of the specific strategies/activities and/or support?</p>	<p>Indicate when the strategy will be implemented and projected date of completion.</p>																															
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Ivy Academia Entrepreneurial Charter School

Los Angeles Unified School District Single Plan for Student Achievement Accountability Matrix

High Academic Achievement Action Plan

Accountabilities	Ivy Target	Subgroup(s) <i>List the Numerically Significant Subgroups</i>	Strategies/Activities <i>Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.</i>	Resources/Proposed Funding Sources <i>Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.</i>	Means of Evaluating Progress <i>Periodic Assessment (See monitoring indicators from CST section below to increase the median API score)</i>	Staff Responsible <i>Who participates and/or who is responsible for monitoring of the specific strategies/activities and/or support?</i>	Start/Completion Date <i>Indicate when the strategy will be implemented and projected date of completion.</i>																																																												
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SWD	27%	29%	31%	34%	37%																																																														
ELL	42%	46%	50%	55%	60%																																																														
SED	58%	63%	69%	75%	82%																																																														
H	56%	61%	67%	73%	80%																																																														

Ivy Academia Entrepreneurial Charter School

Los Angeles Unified School District Single Plan for Student Achievement Accountability Matrix

High Academic Achievement Action Plan

Accountabilities	Ivy Target	Subgroup(s)	Strategies/Activities	Resources/Proposed Funding Sources	Means of Evaluating Progress	Staff Responsible	Start/Completion Date																																																												
<p>Reduce the percentage of students in grades 2-5 scoring Far Below Basic and Below Basic on the CST in ELA and Math</p> <table border="1"> <tr> <td>ELA</td> <td>2011</td> <td>2012</td> <td>2013</td> <td>2014</td> <td>2015</td> </tr> <tr> <td>2nd</td> <td>22%</td> <td>19%</td> <td>16%</td> <td>13%</td> <td>10%</td> </tr> <tr> <td>3rd</td> <td>32%</td> <td>29%</td> <td>26%</td> <td>23%</td> <td>20%</td> </tr> <tr> <td>4th</td> <td>16%</td> <td>13%</td> <td>10%</td> <td>10%</td> <td>10%</td> </tr> <tr> <td>5th</td> <td>18%</td> <td>15%</td> <td>10%</td> <td>10%</td> <td>10%</td> </tr> <tr> <td>MATH</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2nd</td> <td>22%</td> <td>19%</td> <td>16%</td> <td>13%</td> <td>10%</td> </tr> <tr> <td>3rd</td> <td>20%</td> <td>17%</td> <td>13%</td> <td>10%</td> <td>5%</td> </tr> <tr> <td>4th</td> <td>16%</td> <td>13%</td> <td>10%</td> <td>5%</td> <td>5%</td> </tr> <tr> <td>5th</td> <td>15%</td> <td>12%</td> <td>10%</td> <td>5%</td> <td>5%</td> </tr> </table>	ELA	2011	2012	2013	2014	2015	2 nd	22%	19%	16%	13%	10%	3 rd	32%	29%	26%	23%	20%	4 th	16%	13%	10%	10%	10%	5 th	18%	15%	10%	10%	10%	MATH						2 nd	22%	19%	16%	13%	10%	3 rd	20%	17%	13%	10%	5%	4 th	16%	13%	10%	5%	5%	5 th	15%	12%	10%	5%	5%	-10%	List the Numerically Significant Subgroups	<p>Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.</p> <p>Access to High Quality (Tier One) Instruction as indicated previously</p> <p>Coordinated Service Team (COST) works with student, teacher and parent to provide interventions.</p> <p>Strategic Rt1 intervention (small group)</p> <p>or Rt12 (1:1) after school up to 90 minutes a week, 4 days week as needed based upon measurable intervention plan</p>	<p>Identify the resources needed to implement the strategies/activities, and/or support described in the left hand column.</p> <p>Intensive teacher training on research-based instructional practices in keeping with delivery of state standards addressed in SBE approved texts</p> <p>Research-based supplemental materials</p> <p>Collaboration with resource staff</p> <p>Daily communication with parents via notes/charts &/or email as to student performance</p>	<p>Periodic Assessment</p> <p>See monitoring indicators from CST section below to increase the median API score</p> <p>k-5 Math</p> <p>Students assessed bi-weekly on progress made on measurable goals established as part of Student Intervention Plan</p> <p>Portfolios of performance maintained</p> <p>Students Assessed on Quarterly Benchmarks</p> <p>CST scores</p>	<p>Who participates and/or who is responsible for monitoring of the specific strategies/activities and/or support?</p> <p>Teachers</p> <p>Resource Teachers</p> <p>Support Staff</p> <p>Principal</p> <p>Math Specialist</p>	<p>Indicate when the strategy will be implemented and projected date of completion.</p> <p>Start September 2010</p> <p>Quarter One Benchmarks 11/10</p> <p>Quarter Two 2/11</p> <p>Quarter Three 4/11</p> <p>Quarter Four 6/11</p> <p>CST in May</p>
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Los Angeles Unified School District Single Plan for Student Achievement Accountability Matrix

High Academic Achievement Action Plan

Accountabilities	Ivy Target	Subgroup(s)	Strategies/Activities	Resources/Proposed Funding Sources	Means of Evaluating Progress	Staff Responsible	Start/Completion Date																														
<p>Increase the number of students identified as Gifted.</p> <table border="1"> <thead> <tr> <th></th> <th>2011</th> <th>2012</th> <th>2013</th> <th>2014</th> <th>2015</th> </tr> </thead> <tbody> <tr> <td>A.A.-</td> <td>10.2%</td> <td>+3%</td> <td>+6%</td> <td>+9%</td> <td>+11%</td> </tr> <tr> <td>H.-</td> <td>5.6%</td> <td>+2%</td> <td>+5%</td> <td>+9%</td> <td>+12%</td> </tr> <tr> <td>SED-</td> <td>12.6%</td> <td>+5%</td> <td>+8%</td> <td>+10%</td> <td>+12%</td> </tr> <tr> <td>SWD -</td> <td>8.9%</td> <td>+4%</td> <td>+6%</td> <td>+9%</td> <td>+11%</td> </tr> </tbody> </table>		2011	2012	2013	2014	2015	A.A.-	10.2%	+3%	+6%	+9%	+11%	H.-	5.6%	+2%	+5%	+9%	+12%	SED-	12.6%	+5%	+8%	+10%	+12%	SWD -	8.9%	+4%	+6%	+9%	+11%	10%	List the Numerically Significant Subgroups	<p>Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.</p> <p>Students of these subgroups will receive equitable testing, identification, and accommodations to have greater access to our Gifted Program</p> <p>Once identified, they will be a part of the IAGATE program & an annual Individual Performance Plan will be developed.</p> <p>Students are given accelerated work to meet their needs and receive differentiated instruction from their classroom teachers.</p>	<p>Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.</p> <p>Teachers and administrators will attend GATE conferences and workshops to learn how to better identify the GATE population and meet their needs through the development of Tiered or Universal Lesson Designs that extend & accelerate learning</p> <p>Teachers & administrators will receive instruction on how to motivate GATE students who are low performing</p>	<p>Periodic Assessment. See monitoring indicators from CST section, below to increase the median API score.</p> <p>Teachers will meet with Gate Coordinators to develop learning plans for each of the students identified as Gifted</p> <p>Students will be tracked by their performance on the quarterly benchmarks, CST's, & Individual Performance Plans</p> <p>Portfolios of work products, presentations, performances, etc. will be carefully maintained</p> <p>CST scores</p>	<p>Who participates and/or who is responsible for monitoring of the specific strategies/activities and/or support?</p> <p>Teachers</p> <p>Principal</p> <p>Site GATE Coordinator</p> <p>Director of Student Support Services</p>	<p>Start September 2010</p> <p>Quarter One Benchmarks 11/10</p> <p>Quarter Two 2/11</p> <p>Quarter Three 4/11</p> <p>Quarter Four 6/11</p> <p>Annual reviews of performance plans based upon date they were created</p> <p>CST in May</p>
	2011	2012	2013	2014	2015																																
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Accountabilities	Ivy Target	Subgroup(s)	Strategies/Activities	Resources/Proposed Funding Sources	Means of Evaluating Progress	Staff Responsible	Start/Completion Date
<p>Accelerate the performance for all African-American, Hispanic, Standard English Learners, and Students with Disabilities</p> <p>Prof/Adv CST ELA Subgroups: 2011 2012 2013 2014 21015</p> <p><u>African American</u> +5% +6% +8% +10% +12%</p> <p>Hispanic +4% +6% +8% +10% +12%</p> <p>Students with Disabilities +2% +4% +6% +8% +10%</p> <p><u>English Language Learners</u> +1% +3% +6% +8% +10%</p>		List the Numerically Significant Subgroups	<p>Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.</p> <p>EL Coordinator & Resource Specialist collaborate and team-teach with general education teachers</p> <p>Students performing below 2.0 and scoring basic and far below basic are provided with Rt11 &/or Rt12 intervention</p> <p>Students are instructed through research-based practices</p> <p>All subgroups are part of the general education classroom</p> <p>Intervention occurs within the classroom or after school</p>	<p>Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.</p> <p>Research-based materials and pedagogy</p> <p>Weekly reports of student progress to parents</p>	<p>Periodic Assessment. See monitoring indicators from CST section below to increase the median API score.</p> <p>Progress on measurable goals carefully measured Participation in quarterly benchmark testing and CST</p>	<p>Who participates and/or who is responsible for monitoring of the specific strategies/activities and/or support?</p> <p>Teachers Resource Specialists EL Coordinator Principal Director of Student Support Services</p>	<p>Indicate when the strategy will be implemented and projected date of completion.</p> <p>Start September 2010 Quarter One Benchmarks 11/10 Quarter Two 2/11 Quarter Three 4/11 Quarter Four 6/11 CST in May</p>

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Los Angeles Unified School District
Single Plan for Student Achievement Accountability Matrix

High Academic Achievement Action Plan

Accountabilities	Ivy Target	Subgroup(s)	Strategies/Activities	Resources/Proposed Funding Sources	Means of Evaluating Progress	Staff Responsible	Start/Completion Date
Accelerate the performance of Standard English Learners (SEL) 2011 +1 2012 +3 2013 +5 2014 +7 2015 +10		List the Numerically Significant Subgroups.	Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities. ELD Portfolios English Intervention	Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column. EL Instruction in research-based English Acquisition Program per LEA plan EL Coordinator to collaborate with Gen. education teachers & provide direct and indirect support to students & teachers	Periodic Assessment See monitoring indicators from CST section below to increase the median API score Progress on Individual Improvement plans as they participate in an EL intervention program CELDT Scores	Who participates and/or who is responsible for monitoring of the specific strategies/activities and/or support? CELDT site coordinator EL coordinator Teachers Principal Director of Student Support Services	Indicate when the strategy will be implemented and projected date of completion September 2010 And 30 days after enrollment if not previously assessed
AMAO 1 – Meet or exceed the percentage of English Learners making annual progress in learning English 2011 +3% 2012 +5% 2013 +7% 2014 +9% 2015 +11%			ELD Portfolios English Intervention	EL Instruction in research-based English Acquisition Program per LEA plan EL Coordinator to collaborate with Gen. education teachers & provide direct and indirect teaching.	Progress on Individual Improvement plans as they participate in an EL intervention program CELDT Scores	CELDT site coordinator EL coordinator Teachers Principal Director of Student Support Services	September 2010 And 30 days after enrollment if not previously assessed

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Accountabilities	Ivy Target	Subgroup(s)	Strategies/Activities	Resources/Proposed Funding Sources	Means of Evaluating Progress	Staff Responsible	Start/Completion Date
<p>AMAO 2 – Meet or exceed the percentage of English Learners scoring early advanced and advanced on the CELDT</p> <p>2011 2012 2013 20134 2015 +18.7% +5% +8% +10% +12%</p>		List the Numerically Significant Subgroups	Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.	Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.	Periodic Assessment See monitoring indicators from CST section below to increase the median API score.	Who participates and/or who is responsible for monitoring of the specific activities and/or support?	Indicate when the strategy will be implemented and projected date of completion.
			ELD Portfolios English Intervention	EL Coordinator to collaborate with Gen. education teachers & provide direct and indirect teaching. Categorical funding General Ed funding	Students will be monitored by monthly reading fluency and comprehension tests, as well as the quarterly benchmarks.	CELDT site coordinator EL coordinator Teachers Principal Director of Student Support Services	September 2010 And 30 days after enrollment if not previously assessed
<p>AMAO 3 – Meet or exceed the percentage of English Learners scoring proficient or advanced on the CST</p> <p>2011 2012 2013 2014 2015 23% 26% 29% 31% 35%</p>			EL Coordinator provides strategic and intensive intervention based on student need Teachers team-teach/collaborate with EL coordinator Parent receives weekly performance plan for students scoring below basic and below 2.5 in LA and Math on progress reports and report cards	IA to continue to hire teachers with CLAD or BCLAD certification Teachers receive technical assistance in implementing research-based instruction (scaffolded, differentiated, tiered) & SDAIE strategies Per LEA Plan, adoption of a research-based EL Program	Improvement on CSTs, Quarterly Benchmark Assessments Progress noted on individual measurable goals monitored while participating in intervention programs.	EL Coordinator Teachers Principal Support Staff Resource Specialists	Start September 2010 Quarter One Benchmarks 11/10 Quarter Two 2/11 Quarter Three 4/11 Quarter Four 6/11 CST testing in May

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High Academic Achievement Action Plan

Accountabilities	Ivy Target	Subgroup(s) <i>List the Numerically Significant Subgroups</i>	Strategies/Activities <i>Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.</i>	Resources/Proposed Funding Sources <i>Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.</i>	Means of Evaluating Progress <i>Periodic Assessment. See monitoring indicators from CST section below to increase the median API score.</i>	Staff Responsible <i>Who participates and/or who is responsible for monitoring of the specific strategies/activities and/or support?</i>	Start/Completion Date <i>Indicate when the strategy will be implemented and projected date of completion.</i>
Increase EL reclassification rates at the elementary, middle, and high school levels 2011 2012 2013 2014 2015 18% 21% 24% 27% 30%							
Increase the percentage of SWD performing at Basic and beyond on the ELA and Math CSTs 2011 2012 2013 2014 2015 20% 23% 26% 29% 32%					<ul style="list-style-type: none"> EL monitoring rosters, and where possible EL students not moving or reclassifying RFEP Monitoring Rosters 		
					<ul style="list-style-type: none"> See monitoring indicators for CST on page 34 		

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Los Angeles Unified School District Single Plan for Student Achievement Accountability Matrix

Parent and Community Engagement

Accountabilities	Ivy Target	Subgroup(s)	Strategies/Activities	Resources/Proposed Funding Sources	Means of Evaluating Progress	Staff Responsible	Start/Completion Date
<p>As indicated on the annual School Experience Survey for parents (School Report Card), the majority of parents "strongly agree" or "agree" that</p> <ul style="list-style-type: none"> there are opportunities for parent involvement 2011 2012 2013 2014 2015 93 95 98 98 98 98 they feel welcome at this school 2011 2012 2013 2014 2015 93 95 98 98 98 98 there is a high level of reported involvement at the school, as indicated on the annual School Experience Survey for Parents (School Report Card). 2010 2012 2013 2014 2015 41 50 55 60 65 	At least 90% of parents respond "Strongly agree" or "agree"	List the subgroups	<p>Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.</p> <p>Orientation Meetings Welcome to School Bar-B-Q Back-to-School Meetings Parent Conferences Back to School Night Entrepreneurial Convention School-Wide Family Picnic Use of Power School to communicate student progress on a daily basis Newsletters in the dominant languages of the community Ivy website: www.ivyacademia.com Teleparent Mandatory Parent Volunteer hours (40 a week) to further encourage parent involvement at home or school Parent Volunteers to assist in the classroom Representative parents to serve on the Ivy Leadership Board (like school-site council) Parents represented on School Board and encouraged to attend School Board meetings.</p>	<p>Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.</p> <p>Continue IA Parent Satisfaction Surveys Distribute LAUSD Parent Surveys</p>	<p>Periodic Assessment See monitoring indicators from CST section below to increase the median API score.</p> <p>At least 50% of parents will complete and return the surveys. 80% of families should be able to indicate that they feel welcomed on the school property and at school events Parent/home involvement should be 90% Communication should be at 90%</p>	<p>Who participates and/or who is responsible for monitoring of the specific strategies/activities and/or support?</p> <p>President Administrators Teachers</p>	<p>Indicate when the strategy will be implemented and projected date of completion.</p> <p>Start in August 2010 and in June 2011</p>

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Safe Schools

Accountabilities	Ivy Target	Subgroup(s) <i>List the subgroups.</i>	Strategies/Activities	Resources/Proposed Funding Sources	Means of Evaluating Progress	Staff Responsible	Start/Completion Date
<p>The majority of students "strongly agree" or "agree" that they feel safe in their school as indicated on the annual School Experience Survey for Students (School Report Card)</p> <p>2011 2012 2013 2014 2015 85 87 89 91 93</p>	<p>At least 90% of students respond "strongly agree" or agree</p>		<p>Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.</p> <p>Implement a School-Wide Positive Behavior Support Program</p> <p>Directly teach appropriate behaviors in all school environments: lunch room, classroom, front office, playground, drop-off, pick up area, etc.</p> <p>School Rules are the same and posted in all school environments</p> <p>"Caught Being Good" and monthly assemblies to celebrate student and staff demonstration of such values emphasized school-wide as "Discipline", "Compassion", "Respect", etc.</p> <p>Teachers continue to directly teach & reinforce appropriate social skills</p> <p>Continued partnerships with police & fire departments, Department of Mental Health & Social Services</p>	<p>Administrators, teachers and parents will receive updated trainings on the benefit of a School – Wide Positive Behavior Support Program with consistent reinforcement of appropriate behaviors</p> <p>Adoption of a research-based program such as <u>Kids Intervention with Kids</u>, <u>Too Good For Drugs</u>, or a like research-based program as specified in our approved LEA Plan</p> <p>General Fund Categorical Fund</p>	<p>Periodic Assessment See monitoring indicators from CST section below to increase the median API score.</p> <ul style="list-style-type: none"> Increased and improved parent /staff collaboration via Shared Support Agreement (school expectations and school policy stated clearly and reinforced at home and at school) Increased opportunities for students to participate in clubs with students who have similar activities during lunch & after school Increased playground activities and adult monitoring of students SBE approved CA Healthy Schools Survey or like document completed by students 	<p>Who participates and/ or who is responsible for monitoring of the specific strategies/ activities and/or support?</p> <p>Principal Teachers School Counselor School Psychologist Director of Student Support Services</p>	<p>Indicate when the strategy will be implemented and projected date of completion.</p> <p>Start in September 2010 End in June 2011</p>

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<p>Decrease in Student Suspensions</p> <p>2011 2012 2013 2014 2015</p> <p>1.4 1.0 1.0 1.0 1.0</p>	1%		<p>Students having chronic difficulty in following school rules and their parents will meet with COST (Coordinated Service Delivery Team) and measurable interventions to identify the goals of the misbehavior and replace inappropriate behavior with positive behavior will be established via a Positive Behavioral Support Plan</p> <p>Implement a School-Wide Positive Behavior Support Program</p> <p>Directly teach appropriate behaviors in all school environments: lunch room, classroom, front office, playground, drop-off, pick up area, etc.</p> <p>School Rules are the same and posted in all school environments</p> <p>"Caught Being Good" and monthly assemblies to celebrate student and staff demonstration of such values emphasized school-wide as "Discipline", "Compassion", "Respect", etc.</p> <p>Teachers continue to directly teach & reinforce appropriate social skills</p> <p>Continued partnerships with police & fire departments, Department of Mental Health & Social Services</p> <p>Conferences with students & parents to help develop a plan to increase attendance</p>	<p>General Fund</p> <p>Consistent use of Discipline Matrix to align infractions with reasonable consequences</p>	<p>Decrease all non-mandatory suspensions by 3%</p> <p>Increase Behavioral Contracts</p> <p>Increase number of Individual Positive Behavioral Support Plans and measure student outcome of plan employed</p>	<p>Principal</p> <p>Teachers</p> <p>School Counselor</p> <p>School Psychologist</p> <p>Director of Student Support Services</p>	<p>Start in September 2010</p> <p>End in June 2011</p>

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<p>Increase attendance of staff and students</p> <p>Staff 2011 2012 2013 2014 2015 96 98 98 98 98</p> <p>Students 2011 2012 2013 2014 2015 96 98 98 98 98</p>	98%		<p>Monthly recognition of student and staff attendance</p> <p>Monthly raffle for students, present each day of the month</p> <p>Calendar kept in principal's office for students who have been chronically tardy/ to keep track of attendance on a daily or weekly basis and provide individual recognition & incentives for demonstrating improvement</p> <p>Establishment of a Student Attendance Review Board (SARB)</p>	<p>Representative Administrators and Teachers</p> <p>Attend Conferences addressing Best Practices for getting students to school & ready to learn on a daily basis</p>	<p>Individual contracts with students and incentives established</p> <p>Careful monitoring of student attendance records and an increase of school attendance</p> <ul style="list-style-type: none"> • Increase attendance incentives/rewards systems • School-wide recognition • 	<p>Administrators</p> <p>Teachers</p>	<p>Start in September 2010</p> <p>End in June 2011</p>

Appendix

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Ivy ES#2 Sample Professional Development Plan
Evolving as a Professional Learning Community

2010-2011	Outcomes	2011-2012	Outcomes	2012-2013	Outcomes
<u>Focus: Foundation</u> Collaboration around a Standards-based System	Initiation of PLC paradigm	<u>Focus: Collaboration</u> Student Learning Research-based Instruction	Intermediate level PLC	<u>Focus: Results</u> Collaboration around What Works for All	Advance PLC toward sustained
Build Consensus around a Framework for Improvement	Common ground and teamwork	Pyramid of Interventions	Struggling Students Improve	Pyramid of Interventions	All students realize greater performance
Essential Standards	Align with test	Academic Vocab.	EL improve	Sub-groups	Raise scores
Common Assessments Grades 2-5	Math, Reading, Language Arts	Common Assessments Grades 2-5	Science, Social Studies	Common Assessments Grades 2-5	PE, Performing Arts,
Data Analysis	Results Focus	Monitoring System	Useful Data	Monitoring	Improve SubGrp
Entrepreneurial/ MicroSociety	Implementation and Alignment	Entrepreneurial/ MicroSociety	Increased relevance	Entrepreneurial/ MicroSociety	Nationwide recognition

Professional development is a collaborative process involving input from every teacher and orchestrated through the leadership team. Administration, outside sources and teachers lead professional development activities. Teachers provide the foundation for building expertise in improving skills and knowledge through our professional learning communities activities. Each month the faculty meet to engage in team activities that are directed at improving the school and the quality of teaching and learning in specific areas. At least one hour is devoted to each of the following each month: School-wide Efforts, Entrepreneurial Curriculum, Grade Level Meetings, Standards-based Instruction.

Sample Ivy Professional Development Plan
2010-2011

August 2010: Creating a Collaborative Culture with a Focus on Learning – mission, vision, goals

Week 3: Faculty Retreat – Use data to Paint the Picture, Build Consensus, Norms and Community

- Special Education- school model and differentiated instruction
- Entrepreneurial Curriculum and MicroSociety

Week 4: Faculty Meeting – Writing Across the Content Areas – Summarizing strategies

September 2010: PLC – Building Common Assessments (Ivy Benchmarks) together

Week 1: Data Analysis of CTS cluster area results, content teams create goals and strategies

Week 2: Determining Essential Standards and Creating Long Range Plans (CA Framework)

Week 3: Work on Long Range Plans

Week 4: Entrepreneurial Curriculum Planning

October 2010: Building Common Assessments: Alignment with Long Range Plans, Looking at Work

Week 1: Looking at Student Work – Summarization/writing in the content areas

Week 2: Working together on Long Range Plans

Week 3: Building Benchmarks with Assessment Coordinator

Week 4: Entrepreneurial/MicroSociety Implementation – Ivy Community

November 2010: Implementing Benchmark I

Week 1: Special Education program and support and interventions

Week 2: Alignment Team Meetings

Week 3: Analyzing Student Data from Benchmark I: Item Analysis and standards to reteach

Week 4: Goal Setting – aligned with schoolwide efforts and instructional results

December 2010: Schoolwide Efforts and Entrepreneurial Curriculum Planning

Week 1: Character Education Program Development

Week 2: Entrepreneurial Curriculum Planning – Aligning E Standards into the CA Standards

Week 3: Vacation

Week 4: Vacation

January 2011: Implementing Benchmark II

Week 1: Retreat at Ivy – Developing Long Range Plans (2nd Sem.), Benchmark Development

Week 2: Writing in the Content Areas, Summarizing Strategies – PLC Activity, grade level

Week 3: Analysis of Walk Through data and next steps towards improvement

Week 4: Entrepreneurial Curriculum Planning

February 2011: Data Analysis, Midyear Up-dates and Adjustments

- Week 1: Data Analysis of Benchmark II – Item Report and one standards to reteach, goals update
- Week 2: Revise Long Range Plans with current status of benchmark and CST cluster goals
- Week 3: Looking at Student Work: Summarizing-writing in the content areas – PLC Protocol
- Week 4: Entrepreneurial Curriculum Planning

March 2011: Entrepreneurial/MicroSociety

- Week 1: Entrepreneurial Conference
- Week 2: Youth Conference
- Week 3: Aligning E-Standards
- Week 4: Entrepreneurial Curriculum Planning

April 2011: Implementing Benchmark III

- Week 1: Schoolwide Efforts – Alignment Teams
- Week 2: Analysis of Benchmark III Data - Item Report and one standards to reteach
- Week 3: Pyramid of Interventions for 2010-11 Development
- Week 4: Entrepreneurial Curriculum Planning

May 2011: Reflection and Planning for Improvement Next Year

- Week 1: Alignment Team Meetings
- Week 2: PLC: Analyze performance data, evaluate goals, outline professional development 10-11
- Week 3: PLC effort for Summer School Intervention – curriculum & assessment development
- Week 4: Entrepreneurial Curriculum Planning

June 2011: Implementing Benchmark IV

- Week 1: Alignment Team Meetings
- Week 2: PLC – Sharing and Reflection on Instructional Strategies that Worked
- Week 3: Analysis of Benchmark IV Data - Item Report and revise Long Range Plan for 10-11

Week 4: Summer School Staff: Curriculum, Instruction and Assessment planning

July 2011: Professional Development Team plans for 10-11: Focus on Results, Pyramid of Intervention

Appendix O

Indicators of ESLERS Accomplishment

Productive Entrepreneurs are students capable of thriving in the global economy. This is monitored through the mastery of the National Entrepreneurial Standards that are incorporated throughout the daily lesson plans school wide. In these lessons, teachers teach the students to become competent business leaders who contribute to the community by applying effective business skills. The student's progress is evident through Ivy Academia's Entrepreneurial Convention which is held every year. At this convention, students are held accountable for what they have learned by demonstrating their knowledge in creating business plans and presentations given to members of the community to judge.

Academic Achievers will meet and exceed California Content and National Entrepreneurial Standards. This is monitored through our success rates on our quarterly benchmark exams, CST passage rates, and teacher analysis of formal and informal assessments.

Competent Communicators are students who demonstrate proficiency in using multiple methods to convey ideas. This is monitored through daily progress in each classroom. The language arts skills of speaking, reading and writing are reinforced through numerous student assignments administered in all curricular areas. The teachers at Ivy Academia share a common focus towards strengthening each student's ability to communicate effectively.

Community Contributors are students who give their time and talents to improve the quality of life for others. This is monitored through their ability to successfully hold events that raise money towards a charitable cause. For example, students have raised money and collected donations to help support animal shelters, homeless shelters, and children's hospitals.

Motivated and Self Directed Students work towards achieving goals, managing their time and maintaining accountability. This is evident by the increasing number of students who enroll in our school each year. They return to Ivy Academia because we provide high quality education that allows students to grow and achieve goals with his/her enthusiasm to the best of their ability. In addition, each student meets with their teacher on an individual basis in order to discuss specific learning goals that they put in place. Throughout the year, the teacher and student come together to monitor the progress made towards those goals.

At Ivy Academia, teachers and students work as a cohesive team to improve academic progress and social/emotional development of the students. As teachers continually self assess, reflect, and improve their practice, students self evaluate as well. For example, portfolios are created throughout the year by students who choose which assignments they wish to include. Then, they self reflect and critique how their writing has improved from the start of the school year to the end of the year. This allows each student to evaluate their progress and determine areas in which they have improved and areas that require further attention.

Appendix P



**ELEMENTARY/
 MIDDLE SCHOOL FORMAL CERTIFICATED TEACHER OBSERVATION/EVALUATION FORM 2009-2010**

Employee: _____ **Subject Area:** _____ **Date of Formal Observation:** _____ **Evaluator:** _____
Rating: **E = Exceeds Standards** **S = Satisfactory** **N = Needs Improvement** **U = Unsatisfactory**

STANDARD I – Engaging and supporting all students in learning	R	Overall Rating:	Commendations/Recommendations/Evidence
*Connecting students' prior knowledge, life experience and interests with learning goals			
*Using a variety of instructional strategies and resources to respond to students' diverse needs			
*Facilitating learning experiences that promote autonomy, interaction and choice			
*Engaging students in problem solving, critical thinking and other activities that make subject matter meaningful			
*Promoting self directed, reflective learning for all students			
STANDARD II – Creating and maintaining effective environments for student learning	R	Overall Rating:	Commendations/Recommendations/Evidence
*Creating a physical environment that engages all students			
*Establishing a climate that promotes fairness and respect			
*Promoting social development and group responsibility			
*Establishing and maintaining standards for behavior			
*Planning and implementing classroom procedures and routines that support student learning			
*Using instructional time effectively			



STANDARD III – Understanding and Organizing Subject Matter for Student Learning	R	Overall Rating:	Commendations/Recommendations/Evidence
*Demonstrates knowledge of subject matter			
*Organizing curriculum to support student understanding of subject matter			
*Interrelating ideas and information within and across subject matter as appropriate			
*Developing student understanding through instructional strategies that are appropriate to the subject matter			
*Using available materials, resources, and technologies to make subject matter accessible to students			
STANDARD IV – Planning Instruction and Designing Learning Experiences For All Students	R	Overall Rating:	Commendations/Recommendations/Evidence
*Drawing on and valuing students' backgrounds, interests, and developmental learning needs			
*Establishing and articulating goals for student learning			
*Developing and sequencing instructional activities and materials for student learning			
*Designing short-term and long-term plans to foster student learning			
*Modifying instructional plans to adjust for student needs			
STANDARD V – Description of Practice for Assessing Student Learning		Overall Rating:	Commendations/Recommendations/Evidence
*Establishing and communicating learning goals for all students			
*Collecting and using multiple sources of information to assess student learning			
*Involving and guiding all students in assessing their own learning			
*Using the results of assessment to guide instruction			
*Communicating with students, families, and other appropriate support personnel about student progress			
*Evidence of student achievement toward meeting grade level standards.			
*Prepares and keeps adequate and accurate records for attendance.			



discipline and grades

FORMAL CERTIFICATED TEACHER OBSERVATION/EVALUATION FORM 2009-2010

STANDARD VI – Description of Practice for Developing as a Professional Educator	R	Overall Rating:	Commendations/Recommendations/Evidence
*Reflecting on teaching practice and planning professional development			
*Establishing professional goals and pursuing opportunities to grow professionally			
*Working with communities to improve professional practice			
*Working with families to improve professional practice			
*Working with colleagues to improve professional practice			
*Performs professional duties associated with the teaching profession			

ACTION PLAN –

>

OBSERVATION SUMMARY Recommendations/Commendations

>

EMPLOYEE RESPONSE:

Observation Conference Date: _____

Evaluatee: _____

Evaluator: _____

Appendix

R

Ivy Academia Entrepreneurial Charter

Professional Goals

PART I

STANDARDS

1. Engaging and Supporting All Students in Learning
2. Creating and Maintaining Effective Environments for Student Learning
3. Understanding and Organizing Subject Matter for Student Learning
4. Planning Instruction and Designing Learning Experiences for All Students
5. Assessing Student Learning
6. Developing as a Professional Educator

Name _____ School _____

Position: _____

This goal is related to professional standard number _____

Outcome(s): What change(s) I expect to see in my students/program (growth targets)

Strategies: What I will do to help my students/program reach the District Curriculum Standards

Data and/or Student Work: What I plan to collect

Signature of Evaluator _____ Date _____ Signature of Employee _____ Date: _____

Appendix

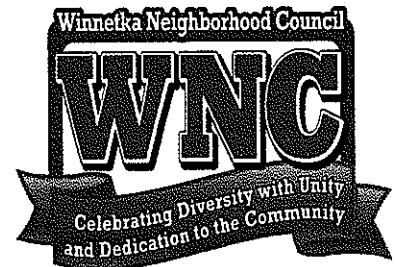
S



WINNETKA NEIGHBORHOOD COUNCIL

PO Box 3692, Winnetka, CA 91306

www.winnetkanc.com



President	Vice – President	Secretary	Treasurer	Sergeant at Arms
JJ Popowich	Art Sims	Mary Ann Smiley	Erick Lace	Jozef Essavi
Board Members				
Armineh Chelebian	Nina Essavi	Nalini Natarajan	Edesa Aghakhanmushabad	Tess Reyes-Dunne
Greg Sullivan	Vacant Seat	Vacant Seat	Vacant Seat	Stephanie Aguirre

December 27, 2009

Mr. Ramone C. Cortines
Superintendent
Los Angeles Unified School District
333 S. Beaudry Ave
Los Angeles, CA 90017

Dear Mr. Cortines:

The Winnetka Neighborhood Council recently met with Ivy Academia, one of the applicants to take over and manage Elementary Public School #10 in Winnetka once it is opened.

For the record the WNC was not supportive of the new school. The Board clearly felt that another elementary school within Winnetka, so close to existing elementary schools was not needed. However our concerns were overlooked and the construction of the school went forth. And since the school has gone forward it is in our best interests to ensure that the school is managed properly and ultimately is a benefit to Winnetka's children.

With this goal in mind the Board heard a recent presentation by Tatyana Berkovich, of Ivy Academia and were very pleased to hear what their school has to offer. Specifically the Board was impressed with the following:

- Commitment to smaller elementary classes allowing teachers to provide more individual focus on children
- The focus on quality education
- The focus on results orientated education

Therefore the WNC voted at our November 10, 2009 meeting, to unanimously approve Ivy Academia's request for support in their efforts to manage Elementary Public School #10. We hope that the Board of Education will take the Winnetka Neighborhood Council's opinion in consideration when the issue is addressed on January 15, 2010.

Sincerely,

JJ Popowich
President
Winnetka Neighborhood Council

C: Thomas Soong, Project Coordinator, Empower L.A.



ECONOMIC ALLIANCE
OF THE SAN FERNANDO VALLEY

Ivy Academia
Tatyana Berkovich
Charter Founder and President
6051 De Soto Avenue
Woodland Hills, CA 91367

Dear Tatyana,

The Economic Alliance of the San Fernando Valley is pleased to write a supporting letter for Ivy Academia. Your recent accomplishments speak for themselves. Because of your leadership its not surprising that your school received the highest performing WASC accredited independent charter school in LAUSD.

It's obvious that this is not due to osmosis. Your robust vision, hard work and dedicated leaders (educators, business, community, government, higher learning, parents and students) provide relevant entrepreneur's education for the next generation of leaders. Ivy curriculum is unique to other schools, they incorporate life skills. These life skills help young adults to think critically, be ethical, be effective speakers/listeners, and be team players.

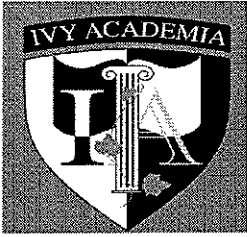
Ivy plays a vital role in shaping the priorities of our Valley and is active in the community to execute change. As example Ivy is recognized as a community leader. In their recent past they have been recognized by the City of Los Angeles Councilman Dennis Zine as an influential leader who is committed to their community. Ivy serves on many organizations including the Woodland Hills Chamber of Commerce, the California Charter School Association. Ivy continues to support national fundraising efforts including Lymphoma Association, the Diabetes Association, the Ronald McDonald house and the Make-A-Wish Foundation.

Ivy is an educational testimonial for The College Board. CB is a national education organization and is recognized for their research and key components for improving educational success. In each key, parent engagement is the main ingredient. Within the school community there are many ways for parents to participate; the result of this active engagement is no drop out, committed educators, development of perseverance and optimism by all stake holders and positive, respectful relationships between staff and students.

Kenn Phillips
Director of Education and Workforce

Appendix

T



Ivy Academia Entrepreneurial Charter School

6051 De Soto Avenue
Woodland Hills, CA 91367
818-348-8190
818-332-4126 fax

www.ivyacademia.com
"Educating Our Next Generation Entrepreneurs"



Alternative Schools Inc. (dba Ivy Academia) Governing Board

Alex Kauffman, Chairman of the Board, has been a successful business owner since late 1990 shaping his career in the workers' compensation system in California. He has been in the forefront on expert witness testimony in bill review processes. Many of his recommendations have been adopted within his business community. Alex is also working on his Bachelor's degree in Business Information Systems from University of Phoenix. Mr. Kaufman has with two daughters. The youngest, Nicole, is attending Ivy Academia.

Arthur Sarkisian, Treasurer, has over 10 years in finance, marketing and consulting. He is very involved in the local community and is on the Board of Directors of GAZA International, local community support organization. Mr. Sarkisian holds MA in Clinical Psychology from California Institute of Psychology and is a candidate for PhD in Clinical Psychology.

Tatyana Berkovich, Board Secretary/Charter President and State of California Entrepreneurial Education Week Team Leader for the last three years, co-founded Ivy Academia in 2003. Her educational background consists of degrees in Child Development, Business Management and KSG Executive Program at Harvard University. Over the years, she attended numerous educational seminars and conferences in the US, China and Europe on differentiated curriculum, GATE, Special Education, Entrepreneurial education, Micro-society and 21st Century skills. Prior to Ivy Academia she spent seven years as a Founder/ teacher/administrator at Academy Just For Kids, a premier primary education provider in the San Fernando Valley. It is now a household name in the L.A. Russian-American community. Today, almost 1,000 graduates of the Academy study in local public schools.

Eugene Selivanov, Executive Director, co-founded Ivy Academia in 2003. He is a successful educational entrepreneur who received his BA with honors from New York University and MBA from The Anderson School at UCLA. He has over seven years of experience in the disciplines of project management, strategic planning, new business development and finance at Goldman Sachs and Edison International. Over the years, he attended numerous educational seminars and conferences in the US and China and successfully completed KSG Executive Program at Harvard University on Strategic Management for Charter Schools.

Marci Adams, Parent Liaison, has over 25 years experience in the field of Computer Technology. She has a degree is in the field of Computer Science and Math, most recently as a Computer Network Security Auditor. She has two sons: Nathan and Jonathan, her youngest son Jonathan attends Ivy Academia. She was among those few present to hear the board vote in favor of beginning of Ivy Academia. In addition, Ms. Adams has recently completed a course in Entrepreneurship and will continue to maintain her license as a Certified Business Manager.

Appendix

U

Eugene Selivanov

E-mail: eugene@ivyacademia.com

Education **Harvard University**

John F. Kennedy School of Government, Executive Education

Strategic Management for Charter School leaders – August 2006

The Anderson School at UCLA

M.B.A., June 2003 -- Finance and Entrepreneurial Studies

Entrepreneurial Association: FEMBA Director

LACOE/ Head Start Program: Fellow.

Stern School of Business at New York University

B.S., May 1994

Major: Finance and Management Information Systems with *Honors*.

Centro Linguistico Italiano Dante Alighieri; Florence (Italy), 1999

Studies to achieve basic knowledge of Italian language and culture.

Experience **Ivy Academia Entrepreneurial Charter School** 2/2004 – present

Executive Director & Founder

- Manage an organization with over 100 employees and over \$7 million annual budget
- Achieve and an API score of 848 (API ranking of 8) on Statewide assessment system, one of highest among independent charter schools in Los Angeles
- Establish an effective internal financial management system
- Develop unique for educational industry 360-degree employee evaluation and incentive system
- Continue to improve operational and financial policies of the school

Academy Just For Kids 6/2000- 9/2006

Chief Financial Officer

- Developed financial infrastructure of the pre-school and academic summer program with \$700K in annual turnover.
- Establish and negotiated company's employment and other financial contracts.
- Provide on-going mentoring to school administrator and director.

Edison International Inc. 7/1999 – 4/2002

Edison Mission Energy

Irvine, CA

Associate, Corporate Finance, Americas Region (12/2000 – 4/2002)

- Managed team of 8 co-workers during the asset sale that generated about \$500 million in cash.
- Led sale/lease back transaction for Homer City power project, increasing company's EPS by 5%.
- Maintained relationship with credit agencies, ensuring retention of the investment grade rating during the California energy crisis.
- Managed cross-functional team of 5 members during the implementation of Alcar financial reporting system.
- Streamlined annual budgeting process of company's California assets at the request of company's CEO.

Edison International Corporate Office

Rosemead, CA

Senior Strategy Analyst, Strategic Analysis & New Business Development (7/1999 – 12/2000)

- Initiated and led 3 member consulting team of Monitor company analyzing valuation gap between AES and Edison's stocks and reported findings to the company's CFO.
- Developed framework to evaluate e-commerce opportunities that resulted in Edison's investment in the Pantellos company.
- Managed cross-functional team of 5 members performing NPV analysis of retail energy business for Edison's management committee.
- Conducted analysis of a potential spin-off value of IPP subsidiary, reporting results to the CFO of the company.
- Identified option value of telecommunication subsidiary for Edison's management committee.
- Managed cross-divisional team of 10 members during Edison's bid for ETSA Utilities and ETSA Power (Australian energy companies).

Goldman Sachs & Co.; New York & London

7/1994 -- 1/1999

Goldman Sachs International, Investment Research Department (London)***Associate, Investment Research Department (7/1997 – 1/1999)***

- Led Goldman Sachs expansion into Russian and Eastern European financial markets.
- Developed relationship with senior government officials and management teams of regional energy company's, resulting in the \$50 million bridge loan to UES.
- Managed research team of 3 people providing coverage of electric utilities in emerging markets.

Goldman Sachs & Co., Investment Research Department (New York)***Financial Analyst, US Portfolio Strategy Group (7/1994-7/1997)***

- Co-managed \$6 billion tax efficient model portfolio for high net worth individuals using value approach.
- Conducted financial modeling of public companies, looking for portfolio enhancements.
- Presented findings to the Private Client Investment Committee.
- Published monthly Private Client Focus reports (distribution – 10,000 clients).
- Actively participated in marketing meetings with current and prospective clients.
- Organized annual Investment Strategy Conference for the PCS salesforce (120 participants).
- Developed asset allocation models and S&P 500 EPS forecast ensuring #1 ranking for US Portfolio Strategy group in the 1995, 1996 & 1997 institutional investors' polls.
- Conducted quantitative analysis of US market and special projects for Goldman Sachs major institutional clients

Additional US National Soccer Referee;

Chess Player: Expert Category.

Native fluency in Russian and Ukrainian, knowledge of other Slavic languages.

NASD series 7 and 63; SFA Security Registered Representative.

Renee D. Harvey

Office: Ivy Academia Entrepreneurial Charter
6051 De Soto Avenue
Woodland Hills, CA 91367
(818) 554-6243

Home: 11221 Ravenna Lane
Porter Ranch, CA 91326
(818) 701-0850
cell: (818) 554-6243

Professional Experience

2006 – Present Ivy Academia Charter School Director of Student Support Services, supervises Special Education, Gifted and Talented, and Second Language Learner programs, Coordinates standardized testing: STAR, CELDT, CAHSEE

Previous Experience

- 2003 - 2006** Director/Principal, Chime Charter Middle School, took primary responsibility for writing the charter and coordinated its approval by LAUSD. The school opened on September 2003 and serves as a demonstration site for CSUN.. Wrote a Proposition 55 facilities grant for 3.4 million dollars for the purchase and renovation of our current site.
- 1999 – 2003** Program Specialist, for North Coastal Consortium for Special Education (SELPA): On administrative assignment to the Coastal Learning Academy, facilitates/supervises ED placements, assists with Autism Programs, Inclusive Education and IDEA Compliance
- 1999 – 2003** Adjunct professor and student teacher supervisor, California State University, San Marcos
- 1998 - 1999** Pupil Personnel Director, for Solana Beach S.D., Responsible for the coordination and implementation of the special education, health services, and psychological programs.
- 1992 - 1998** Program Specialist, Student Support Services for Simi Valley U.S.D., Assists with the design and supervision of quality programs on integrated school sites pre-K-12, all exceptionalities.
- 1/1995 - 2003** Adjunct Professor, California State University, Northridge: Taught the following graduate courses: Teaching Heterogeneous Groups of students in Inclusive Settings / Problems and Practices in Special Education / Cognition and Language Acquisition.
- 4/1986 - 9/1992** Program Specialist for Centinela Valley Union High School; Hawthorne; Lawndale; Lennox; and Wiseburn Elementary. Served as a resource/consultant to directors of special education, principals, SDC teachers, RSP teachers, psychologists, language specialists, instructional assistants and culturally diverse parents and their children.
- 1993 - 1995** Latino Teacher Mentor Project, USC & LACOE – Taught special education strategies to bilingual educators.
- Spring, 1992** Adjunct Professor at California State University, Dominguez Hills: Taught a graduate course on Curriculum and Instruction with emphasis on the CDE State Frameworks and how to adapt core curriculum for all students.
- 4/1984 - 4/1986** Teacher on Special Assignment for Los Angeles Office of Education, Southwest SELPA: Trained administrators & teachers on Positive Behavior Interventions, Study Skills, Supplementary Reading Programs, the Individual Critical Skills Model (ICSM) for Community Based Instruction, Collaboration between General and Special Educators.
- 6/1985 - 9/1985** Career Education Teacher, Los Angeles County Office of Education, Lancaster Schools: Successfully developed job opportunities for, trained and monitored adolescents with mild to severe disabilities.
- 9/1979 - 9/1984** Teacher of Students who are Emotionally Disturbed, LACOE, Kit Carson School: Served as a demonstration teacher for the Southwest SELPA, UCLA and CSUDH while meeting emotional, social and academic needs of a heterogeneous group of gifted to developmentally delayed children.
- 9/1978 - 8/1979** Teacher of Students with Mild to Severe Limitations, CSUDH, Demonstration Infant Toddler Center: Successfully participated as educator on a transdisciplinary team of professionals including an OT/ PT/ LSS / Feeding Specialists and Regional Center Representatives.
- 9/1977 - 9/1978** Substitute Teacher, Los Angeles Unified School District: Experience with general education students K-8 at various schools in South Central Los Angeles.
- 1976 - 1977** Kindergarten Teacher, ABC Playhouse (Private School), Torrance, CA: Engaged in thematic instruction to deliver a developmental/experiential curriculum for general education and special needs students.
- 1973 - 1976** Student/Practicum Teaching Rotation while earning my credential at Wayne State University-Detroit Unified: Headstart/ 2nd grade; Westland School District - 1st grade; Beaumont Hospital Neuroeducational Center - 5th-8th grade; Wayne State University: Jefferson Housing Project pre-school.

Renee D. Harvey

Academic Preparation - Education:

- 1982 **M.A. in Special Education**, CSU Dominguez Hills: Preparation in Diagnostic/Prescriptive Teaching, Direct Instruction, Cognitive Behavior Modification/Effective Schools Research.
- 1977 **B.A. in English/Speech and Education**, Wayne State University, Detroit, Michigan 1977: Special Emphasis on Early Childhood Education and Literacy and Integrated/Thematic Instruction.
- 1972 **Diploma in Dramatic Arts**: Oakland University, Rochester, Michigan.

Academic Preparation - Credentials:

Administrative Services, Ryan Multiple Subject, Learning Disabilities, Severe Disabilities, Communicative Disorders.

Professional Achievements - Grants:

- 2003 *Charter School Implementation Grant*
- 2005 *Proposition 55 Facilities Grant for 3.5 million dollars*
- 1998 *Visiting Professor's Grant* with California State San Marcos and Solana Beach School District
- 1996 *Goals 2000* awarded to Simi Valley Unified - served on committee, arranged for university support, provided the graphics which originated from RD&D Grant and served as our conceptual logo emphasizing collaboration.
- 1993-1996 *Research, Development and Demonstration (RD&D)* - partnership with Simi Valley Unified, CSUN and CDE, wrote original grant and co-facilitated the project for three years.
- 1984-1986 *AB803 Cycle II Grants* - wrote two grants (elementary & secondary) to secure technology to improve reading skills.
- 1987-1992 *Project Workability* - Renewed grant and supervised it annually for the Centinela Valley Union High School District. Served on State Committee to renew and award new grants.

Professional Achievements - Supervision/Coordination:

- Chair of NCCSE SH Committee
- Policy & Procedures for Voluntarily Parentally Placed Private School Students
- NCCSE Preschool committee emphasizing LRE and best practices for autism
- Hiring Process for special education teachers.
- Non-Public/Residential School Placements.
- Collaboration with agencies: Department of Mental Health, Regional Center, Department of Rehabilitation, Child Protective Services, California Youth Authority.
- Inclusion/Supported Education.
Project Workability.
Principal of Integrated Extended School Year-preschool for three years.
Family friendly I.E.P. process and forms.
Program for students with Severe Emotional Disabilities in collaboration with Ventura County Department of Mental Health
Quality Reviews
Coordinated Compliance Review (CCR), have supervised/facilitated this process six time in six different districts and have been a field reviewer.
Early Childhood Programs - all exceptionalities.
Assists with evaluation and performance plans of teachers
- Low Incidence request process

Professional Achievements - Additional Skills:

- 2001 JDL Facilitated IEP'S
- 1997 Project TEACCH, University North Carolina
- 1996 Project READ, Simi Valley Unified
- 1995 Strategic Planning, California Innovative Education Institute
- 1994 Positive Behavior Intervention/BICM, Ventura County SELPA
- 1994 Teaching Heterogeneous Groups of Students K-High School, Innovative Education Institute
- 1991 Curriculum Based Measurement, California Innovative Education Institute
- 1990 Adapting Core Curriculum Frameworks so all students succeed, California Innovative Education Institute
- 1990/92 Special Education Administration, California Innovative Education Institute
- 1991 Effective Staff Development, California Innovative Education Institute
- 1989 Cognitive Coaching, California Innovative Education Institute
- 1989 Effective Academic and Social Skills Instruction, CEC, Boston
- 1987-89 Strategies Intervention Model, Southwest SELPA
- 1987 Cooperative Learning, Special Education Resource Network
- 1986 Student Study Team Special Education Resource Network

CARRIE JAMES MURRAY

18038 Valley Vista Blvd
Encino, CA 91316

mrsjamesmurray@hotmail.com
818-905-8278 H • 310-279-9257 C

EDUCATION

M.A. Ed., Leadership Emphasis

Antioch University

Thesis: Developing Science Literacy in Elementary Schools

May 2004

BSW, Child Advocacy Emphasis

San Francisco State University

May 1998

CERTIFICATIONS

Professional Clear Multiple Subject Teaching Credential (Ryan/1059)

ADMINISTRATIVE EXPERIENCE

Academic Director

Ivy Academia Charter School

Principal: John Fox (818) 388-2995; foxj@ivyacademia.com

- Professional Development Coordinator for teachers K – 9
Topics: Long range plans development, SADIE methods, Collaborative approach to teaching
- Director of Formative Assessment system Edusoft
- Designed quarter benchmark exams for all subjects grades 2nd – 9th

Director

Young Einsteins in Science or Y.E.S. After School Program

- Program goals were to develop science literacy among 4th-6th graders.
- Designed all curriculum and kinesthetic activities according to CA State Standards.
- Focused content on physics, electricity, energy, biology, chemistry, and students' interests.

TEACHING EXPERIENCE

Mentor Teacher

Ivy Academia Charter School

Principal: Christina Gordon or Martin Young (818) 348-8112

- Mentor teacher for three beginning teachers.
- BTSA Trained.
- Conducted staff development for grades K-7th.
Topics: Constructivist Science Instruction and Differentiated Math Classrooms

Middle School Teacher

Ivy Academia Charter School, Grade 6

Principal: Christina Gordon (818) 348-8112 ; Cphotis@aol.com

- Courses taught: Pre-Algebra, 6th Grade Math, Earth Science, Language Arts, and Art Appreciation.
- Utilized a constructivist approach to engage student learning and manage behavior.
- Developed integrated curriculum units based in school's theme of entrepreneurship.
- Science Department Chair.

Teacher

Page Private School, Grade 4/5

Principal: Al Gonzales (310) 272-3429

- Utilized a constructivist approach to engage student learning and manage behavior.
- Integrated social justice and ecological issues into curriculum.
- Created an enrichment after-school science program for 4th, 5th, & 6th graders.

Student Teacher

Coeur D'Alene Elementary, Grade 3

Cooperating Teacher: Valerie Neri-Munoz (310) 823-4486

- Developed an integrated unit based on community using lessons from science, language arts, and social studies.
- Literacy coach for ELD students.
- Taught a 2 month take over of all curricula and differentiated teaching to accommodate all learning styles and levels of acquisition.

Student Teacher

Dayton Heights Elementary, Grade 5

Cooperating Teacher: Elaine Franklin

- Coordinator of all science curricula for thirty-one fifth grade students.
- Enhanced ELD students learning using SADIE methods.
- Taught a two week take over using engaging lesson plans to enhance Open Court, geometry, and writer's workshop.

Literacy Tutor, Second Language Learner

Grandview Elementary, Grade 1

- Performed and evaluated complete literacy assessments using auditory processing and running records.
- Increased student's site word recognition, phonic awareness, and syllabication through engaging stories and reading activities.

Science Teacher

Space Camp California, Coordinator: Beth Mitchell; uk4me@hotmail.com

- Science teacher for teams of 12, fifth –eighth graders, incorporated physics, biology, and math in space exploration and astronomy based lessons.
- Lessons focused on teamwork, critical thinking, public speaking, and self-esteem building.

Year Around Teacher – Americorps Member

Day School Summerbridge, Supervisor: Jessica Login

- Teacher, mentor, and tutor to 5th and 6th graders. Taught classes in astronomy, diversity, environmental science, social action, and dance.
- Developed and managed the Saturday School Program by recruiting college students to tutor and teach elective classes to students from limited educational opportunity schools.

Related Experience**Family Advocate**

City of San Francisco D.A.'s Office

August 1997 – May 1998**Child Advocate**

Child Advocacy Council

June 1995 – May 1996**Dance Instructor**

Walters Jr. High

March 1994 – August 1996

Carrie M. James
 1516 N. Hobart Blvd. #306
 Los Angeles, CA 90027
 (323) 463-1798
carrie_james@antiochla.edu

Related Professional Activities:

- 1990-1992 **Chair of the Comprehensive System of Personnel Development**, Advisory Council to Patrick Campbell, State Director of Special Education - reviews and approves SELPA staff development plans, selects exemplary programs, develops and processes state-wide needs assessment - L.A. Co. Representative 1990-92.
 - 1990-1992 **Chair of Regionalized Coordinating Council**, Region D, Facilitated Regional Personnel Development.
 - 1988-1990 **Chair of Southwest SELPA Program Specialist's Committee**, crossed district boundaries to bring programs and people together.
 - 1990-1991 **Chair of the Community Resource Manual Subcommittee**
-

Staff Development/Presentation:

- ***High Stakes Testing*** – CAC 2001
- ***Conflict Resolution*** – LACOE & Saddle Back School District 2001
- ***Writing Procedurally Correct Goals and Objectives*** - TASH 2000 & Leadership Institute 2001
- ***Chair of New L.E.P. Task Force and Trainer***, Simi Valley Unified School District - 1994
- ***National Conference Council for Exceptional Children***, Orlando, FL: Child & family centered IEP process & forms.
- ***Developing a Partnership (DAP)*** - between teachers and instructional assistants, LACOE Career Academy ('89-'96).
- ***Teacher Expectation Student Achievement (TESA)*** - Trainer of Trainer, LACOE ('87-'92).
- ***PRICE Parent Trainings*** - for staff & families emphasizing positive, responsible, influential and consistent approach in providing encouragement and logical consequences for children ('89-'96).
- ***District-Wide Trainings*** - teaching diverse learners in inclusive settings for general and special education administrators and teachers. (SVU - 1993-96).
- ***SELPA-Wide Trainings***: Cooperative Learning; Collaboration between General and Special Education Staff; Strategy Intervention Model (SIM); New Special Education Teacher Orientation (Southwest SELPA - 1988-92).
- ***Regionalized Trainings for Districts within Los Angeles County*** - Partnerships/collaboration between general and special education (1990-92).

Professional Organizations:

- CAPS (Program Specialist), ACSA, CARS (Resource Spec.), CEC (Except.Children), CAPS (School Psychologist)
- Association of California School Administrators
- Association of Supervision and Curriculum Development
- Honor Society of PHI Kappa PHI
- Council of Exceptional Children

Selected Publications:

Special Edge, State Dept. of Education

Honors and Awards:

Honor Society of PHI KAPPA PHI
Student Speaker for School of Education, CSUDH Graduating Class of 1979

References:

Dr. Michele Haney, Vice President of School Board, CSUN Professor, (818) 903-9026
Dr. June Downing, Professor of Special Education California State University, Northridge - (818) 677-5261
Dr. Kathy Peckham-Hardin, Professor//Behavioral consultant, CSUN. (818) 677-4002
Dr. Jacqueline Thousand, Professor of Education California State University San Marcos (760) 750-4022
Mr. Michael Williamson, CHIME Board member (818) (818) 571-6351
Lisa Kantor, CHIME parent (818) 886-2525
Dennis Carter, Director, Student Support Services, Simi Valley Unified School District - (805) 520-6580
Patricia Snider, Director of Special Education, Del Mar School District, (858) 523-6194
Marge Hobbs, Assistant Superintendent, Solana Beach School District (858) 481-2459
Kim Rubenstein, Parent and Inclusion Specialist, Simi Valley Unified School District, (805) 583-025
Mary Schillinger, Assistant Director, Student Support Services, Simi Valley Unified School District (805) 520-6587
Mary Foley, Former Southwest SELPA Director and most recently SELPA Director for East County SELPA (619) 466-2840
Duane Coleman, Principal Oak Crest Middle School (760) 753-6241
Barbara Gauthier, Assistant Principal Carmel Valley Middle School (858) 481-8221 ex. 3003

Arina A. Goldring-Ravin

Objective:

To fill the role of Elementary or Middle School Administrator or educator by successfully leading the school through building high performing teams, responsibly managing work and people, and enlisting others in the school vision

Experience:

September 2008-present Ivy Academia Entrepreneurial Charter School Woodland Hills, CA

Upper Elementary and Middle School Principal

- Facilitated the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.
- Advocated, nurtured, and sustained a school culture and instructional program conducive to student learning and staff professional growth.
- Ensured management of the organization, operations, and resources for a safe, efficient, and effective learning environment
- Collaborated with families and community members, responded to diverse community interests and needs, and mobilized community resources.
- Modeled a personal code of ethics and developed professional leadership capacity.
- Ensured that the school operates consistently within the parameters of federal, state, and local laws, policies, regulations, and statutory requirements.

September 2004-2008 Ivy Academia Entrepreneurial Charter School Woodland Hills, Ca

Fifth Grade Teacher/Summer Program Coordinator/Director/Fundraising Committee Member/Director of the Entrepreneurial Education Department

- Created and implemented fifth grade lesson plans and student assessment in conjunction with state learning regulations.
- Planned instructions to interest and meet needs of students of all ability levels.
- Implemented class and individual behavior management programs.
- Identified, counseled and sought assistance for students with learning disabilities and behavior problems
- Attended professional development seminars and team meetings.
- Regularly communicated with parents to acknowledge superior work and problem areas.
- Coordinated fifth grade culmination, field trips , extracurricular activities, and school fundraisers
- Tutored fifth, sixth, and seventh grade students in English, Pre-Algebra, Algebra, History, Science
- Designed and coordinated academic summer program
- Actively participated in school fundraisers and special events
- Coordinated professional development for teachers on how to integrate twenty first century skill into their instruction.

August 2003–June 2004

Page Private School

Beverly Hills, CA

Third Grade Teacher / Special Events Coordinator

- Facilitated the learning of Math, Language Arts, Science and Social Studies through student-centered lessons and activities.
- Identified, counseled and sought assistance for a student with a learning disability and behavior problems.
- Actively participated in team meetings on curriculum and test design, as well as alternative assessment.
- Organized and coordinated Scholastic Book Fairs and Fundraisers.
- Tutored students seeking additional guidance with course work.
- Chaperoned field trips and school events.

2001–2003

Kids Connection Elementary

Foster City, CA

Fourth Grade Teacher

- Created and implemented fourth grade lesson plans and student assessment in conjunction with state learning regulations.
- Planned instructions to interest and meet needs of students of all ability levels.
- Implemented class and individual behavior management programs.
- Attended professional development seminars and team meetings.
- Regularly communicated with parents to acknowledge superior work and problem areas.
- Tutored fourth and fifth grade students in all subject areas.

1997–2001

Fountain Day School

Los Angeles, CA

Teacher Assistant /Fourth Grade Teacher

- Designed and implemented cross-curricular unit lessons.
- Generated all lesson planning, attendance, grade records, exam design and administration.
- Actively participated in faculty meetings regarding curriculum redesign.
- Attended an Open Court Teacher's Training Seminar.
- Incorporated multi-cultural education ideas.

1995–1997

Rosewood Elementary School

Los Angeles, CA

Teacher Assistant

- Supervised children in the classroom and on the playground.
- Guided students who had special needs and required extra help.
- Tutored English to Russian native speakers to improve communication skills.
- Directed International Day.
- Performed duties of a Summer Camp Counselor.

**Education
Honors / Certifications:**

1998–2001

CAL State University

Los Angeles, CA

- B.A., degree in Child Development with Multiple Subject Credential Concentration
- Clear Multiple Subject Credential
- Preliminary Administrative Services Credential
- Golden Key National Honor Society Member.
- Open Court Reading Instruction Certificate (June 2000).
- Passing Status of California Basic Education Skills Test (CBEST).
- Passing Status of California Subject Teacher Examination (CSET Multiple Subjects)

- Completed a California Commission approved waiver program for the Multiple Subject Teaching Credential. (MSAT waiver)
- Attended Effective K-12 Classroom Teaching Seminar in 2002.
- Attended Differentiated Instruction Seminar in May, 2003
- Passage of all areas of Bilingual Certificate Examination (Russian Language)

Languages:

Bilingual (English, Russian)

Computer:

Excellent knowledge of following applications:
Microsoft Word
Microsoft Publisher
Internet Explorer
Adobe Acrobat

Reference:

Personal Reference available upon request.

Jennifer A. Lyons

22949 Hatteras Street ~ Woodland Hills, California 91367 ~ (818) 371-9393 ~ jlchief@aol.com

PROFESSIONAL EXPERIENCE

Ivy Academia Charter School, Woodland Hills, CA <i>Elementary Principal</i>	2007- Present
<i>Teacher (4th Grade)</i>	2006-2007
Welby Way Elementary School, LAUSD, West Hills, CA <i>Teacher (Grades 2nd-4th)</i>	2002-2006
LAUSD <i>Substitute Teacher (Grades 2nd-4th)</i>	1998-2002
Sport Chalet, West Hills, CA <i>Manager, Bookkeeper</i>	1991- 2008

EDUCATION

❖ National University Administrative Credential- June 2010	2008- Present
❖ University of Phoenix Multiple Subject Teaching Credential, Masters in Education	2005
❖ California State University, Northridge Bachelor of Arts in Music	1994
❖ Pierce College Associate Arts Degree in Music	1998

HIGHLIGHTS

- ❖ Well over ten years of teaching experience
- ❖ Establishes strong relationships with students and parents, encouraging parental involvement and awareness
- ❖ Creative thinker- enjoys challenging young minds
- ❖ Enthusiastic!

AWARDS/HOBBIES

❖ Los Angeles Symphonic Winds	1987- Present
❖ Pierce College Statistician (Football, Basketball, Baseball)	1987- Present

REFERENCES

Available upon request

Carrie E. Ludwig

20216 Strathern St., Winnetka, CA 91306
celudwig@hotmail.com
Cell 815-703-4763

Career Objective: To obtain a teaching position in an elementary or middle school, grade K-8.

Education: **California State University at Northridge** Northridge, CA
Masters of Administration in progress degree expected May 2011

University of Illinois, Bachelor of Science Champaign, IL
Major: Elementary Education May 2003
Minor: Mathematics
GPA: 3.9/4.0

Certifications: National Board Certification in Early Adolescence Mathematics, Dec. 2009
California Clear Single Subject Credential in Mathematics (expected Apr. 2010)
California Professional Clear Multiple Subject Teaching Credential with Supplemental Authorization in Mathematics, June, 2008
Initial Illinois Certificate in Elementary Education (Type 03, K-9), June 2003
Endorsements: mathematics, social science, and language arts

Awards: Los Angeles County Teacher of the Year 2009-2010
Los Angeles Unified School District Teacher of the Year 2009
Encino Chamber of Commerce Teacher of the Year 2009

Teaching Experience: **Ivy Academia Charter School** Woodland Hills, CA
6th/8th Grade Teacher June 2007-present

- Taught science, pre-algebra, algebra, and geometry implementing California State Standards and entrepreneurial standards with connection to the real world
- Maintained assessment and evaluation online to keep families informed and students responsible for learning and progress
- Met the needs of each student through differentiated instruction
- 6th Grade level chair
- Mathematics department chair for grades 5-8
- Intervention coordinator for students in grades 4-8
- After-school program coordinator for students in grades 4-8
- Volleyball coach for middle school and high school teams
- Student council advisor for middle school grades 6-8

Lankershim Elementary School Highland, CA
3rd Grade Teacher July 2003-2007

- Developed and taught multi-subject lessons according to California State Standards and English Language Development Standards for third grade
- Modified assignments for the success for English Language Learners
- Evaluated student assessments to help drive instruction

- Conducted phonics decoding surveys to differentiate instruction based on the needs of students
- Created personal portfolios to keep students aware of their daily, weekly, and monthly progress
- Met the needs of each student using differentiated instruction
- Responsible for report cards, ELL portfolios, and parent teacher conferences and communicated with parents on a daily basis
- Taught at a Title I school
- Analyzed students data with online reporting system (OARS)

**Prairie Elementary School
Student Teacher**

Urbana, IL
January-May 2003

- Planned, implemented, and assessed lessons in all subject areas
- Established a disciplined, caring, and safe classroom community
- Coordinated classroom activities and lesson plans both independently and collaboratively with an integrated curriculum
- Assembled cooperative literacy learning groups
- Administered behavior plans for special needs students

Field Experience:

Fisher Grade School

Fisher, IL

Practicum Student Teacher, 5th Grade

Oct. – Dec. 2002

- Assisted teacher in all responsibilities and eventually took over the classroom
- Taught extensive unit on the Amazon Rainforest from personal experience, artifacts, and regalia

Kenwood Elementary School

Champaign, IL

Practicum Student Teacher, Kindergarten

Aug. – Oct. 2002

- Designed and taught unit on senses, assisted teacher in all responsibilities

Operation Crossroads Africa

Gambia, West Africa

Volunteer

June – Aug. 2002

- Tutoring and providing health education for middle school students
- Worked alongside the residents of Penyem Village to expand the solar-powered water distribution system

Booker T. Washington Elementary School

Urbana, IL

America Reads and America Counts Tutor

Aug. 2001- May 2002

- Tutored disadvantaged students in literacy and mathematics in grades 1-5

Freeport School District #145

Freeport, IL

Paraprofessional

Summer 2000, 2001

- Aided teacher in developmentally disabled classroom
- Managed learning centers in reading, writing, and math for students with IEPs
- One-on-one aide for students with Asperger's disease and multiple disabilities

Professional Development:

- Intensive Instruction Tutor, September 2005-2007
- English Language Learner Instruction training, April 2006
- ELD/SDAIE (Level I and II) training, April 2006, September 2004
- Erin Gruwell Poverty Training, September 2005
- Reading Fluency Training, August 2005
- Understanding Poverty training (Ruby Payne), Spring 2005

- Towards Equity and Diversity training, November 2004
- Math Happens, October 2004
- BTSA, June 2003-2005
- Assembly Bill training (AB466), 2003-2006
- Certified in First Aid and CPR for children and adults
- New Teacher Academy Training in classroom management, lesson design, ELL, SPED, multiple intelligences, June 2003

Technology:

Proficient in:

- Microsoft word, Web page design, Internet, Microsoft Excel, Power Point, Digital Camera, Kidspiration, E-mail, United Streaming, LCD Projector, smart board, and Certification in Microsoft Intel Teach to the Future Computer Programs

References:

Arina Goldring, Principal

Ivy Academia Charter School
 6051 De Soto Ave.
 Woodland Hills, CA 91367
 Work: (818) 348-8190
 Email: goldringa@ivyacademia.com

Steven Thompson, Assistant Principal

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 6051 De Soto Ave.
 Woodland Hills, CA 91367
 Work: (818) 348-8190
 Email: Thompsons@ivyacademia.com

Debra Swartz, Co-teacher, Language Arts Department Chair

Ivy Academia Charter School
 6051 De Soto Ave.
 Woodland Hills, CA 91367
 Work: (818) 348-8190
 Email: redhaven@earthlink.net

Emilie Larew

22119 Burbank Blvd. #4
Woodland Hills, CA 91367
Phone: (310) 871-3973
Email: elarew@msn.com

Education

Education Specialist Credential (Preliminary), CA

M.A., Special Education (Mild/Moderate); California State University, Dominguez Hills

B.A., Cinema and Television, magna cum laude; University of Southern California

Honors and Awards

Phi Beta Kappa; Phi Kappa Phi; Pi Lambda Theta; Golden Key Honor Society
Cinema Circulus Scholarship

Experience

High School Special Education Supervisor Resource Specialist

7/09 - Current

1/08 - Current

Ivy Academia Entrepreneurial College-Prep Charter School

- Supervising all aspects of daily administration of the Resource Specialist Program at the High School site
- Supervising all High School Special Education Teachers/Staff, creating schedules for all RSP staff
- Creating and implementing an effective and appropriate Special Education program for a new and growing Charter School, grades ranging from 7th through 11th
- Developing learning strategies for general education teachers to use with diverse student populations
- Assisting general education teachers with designing and adapting curriculum, assignments, tests, etc.
- Designing and implementing appropriate accommodations and modifications to students' coursework
- Designing and helping teachers implement behavior management strategies and Behavior Support Plans
- Supporting teachers and administrators with new grade levels as they are added (one grade per year)
- Communicating frequently with administrators, teachers, parents, and students
- Providing support to both students and teachers in the general education classroom setting
- Teaching RSP students in both the general education classroom (inclusion model) and individually or in small groups in the Resource Room (pull-out model) to meet their educational needs
- Writing and implementing IEPs for all students on my caseload (using Welligent)
- Collaborating with General Education teachers and DIS service providers to ensure students are receiving all services and accommodations
- Writing and overseeing the implementation of 504 Plans at the High School site
- Documenting interventions, student progress, teacher communications, etc.
- Assessing students using both formal and informal instruments, writing legally defensible reports
- Ensuring that students' disabilities are considered appropriately in disciplinary matters
- Ensuring that all services are provided in accordance with Federal and State law
- Communicating with specialists and teachers at other schools and districts as needed
- Participating in Student Success Team (SST) meetings; coordinating/documenting SST meetings
- Working with teachers and administrators to support "at-risk", non-Special Education students and recommend interventions to help the students achieve success

Substitute Teacher

Long Beach Unified School District

2/07 – 12/07

- Filling in during single- and multiple-day absences at all grade levels in general education, Special Education, and alternative school sites in a variety of subjects

Guest Lecturer

9/06- Current

University of Southern California

- Teaching basic square-rig sail theory to students in USC's Nautical Science program each semester
- Teaching square-rig sailing specific to the Los Angeles Maritime Institute's brigantines
- Directing the educational program aboard and calling sail each semester for student voyage
- Creating multi-media presentations for various purposes including DVD to promote the program

Instructor/First Mate/Deckhand

6/05 - 6/07

Ocean Institute

- Running the deck, calling sail, running a watch during daysails and transits
- Teaching students - ranging in age from Pre-K through college and in all ability ranges - California and general maritime history and marine science on field-trip-style programs which meet CA content standards using a "living history" format
- Teaching students of various ages and abilities how to sail and navigate a traditional sailing vessel, involving multiple disciplines including (but not limited to) math, history, and various physical sciences
- Assisting with developing nautically-based summer camp programs and activities for youth

Educator/ First Mate/Deckhand

4/03 - Current

Los Angeles Maritime Institute

- Running the deck, calling sail, running a watch during daysails and transits
- Teaching "at risk" youth to confidently and fully participate in running all aspects of a tallship
- Teaching students and volunteer crew of various ages and abilities how to sail and navigate a traditional sailing vessel, involving multiple disciplines including, but not limited to, math, history, and science

Jamie Chavez, M.S.
23418 Burbank Blvd.
Woodland Hills, Ca. 91367
#818-999-1292 or #818-599-0358

OBJECTIVE Seeking a position as a coordinator

EDUCATION Bachelor of Arts in Psychology – University of California, Santa Barbara
Minor coursework emphasis in Dramatic Arts
Masters of Science in Counseling Psychology – Cal State University, Northridge
California Teaching Credential – LAUSD District Intern Program
CLAD certification – LAUSD
CELDT Certification

EXPERIENCE 2004-PRESENT

Along with substitute teaching in the classroom, currently serving in the role of administering and scoring the Ca. mandated English Language Proficiency test
Identifying, tracking and monitoring the progress of EL Students
Implementing and establishing a system for monitoring EL students
Working closely with Director of Student Support Services to develop a program that meets the needs of EL students
Effective at developing a rapport with staff and parents alike to ensure student needs are being addressed

SUBSTITUTE TEACHER - LAUSD and Ivy Academia Entrepreneurial Charter School
1999 – Present

Teach locally in various elementary grade levels
Gain much experience subbing in special ed. and resource classes
Experience in implementing other teacher's lessons or spontaneously creating my own
Easily develop good rapport with school staff and students alike

ENGLISH LEARNER COORDINATOR –Darby Av., Elementary, LAUSD
Sept. 2003-June 2004

Coordinated school site implementation of all English Learner categorical programs
Coordinated assessment & placement of program participants for appropriate instruction
Coordinated school wide strategies for school plan implementation & compliance reviews
Served as a resource person to staff & parents regarding bilingual student services
Monitored categorical programs for bilingual services such as RFEP Monitoring, ELD portfolios, and redesignation
Implemented and scored the district mandated Ca. English Language Development Test (CELDT) and trained staff when necessary
Oversaw committees, set the agendas and recorded the minutes
Planned and implemented parent involvement in district mandated programs such as the English Language Advisory Committee and Bilingual Council
Served on councils such as the School Site Council and the Local School Leadership committee
Trained staff in areas such as English Language Development, early literacy, & effective teaching techniques
Helped manage Bilingual funds
Worked effectively with EL Parents addressing their concerns, coordinating their meetings, and implementing parent workshops

SUBSTITUTE TEACHER - LAUSD – 1999 – Present

Teach locally in various elementary grade levels
Gain much experience subbing in special ed. and resource classes
Experience in implementing other teacher's lessons or spontaneously creating my own
Easily develop good rapport with school staff and students alike

ELEMENTARY TEACHER - Kittridge St. School - 1994 – 1999

Planned and implemented lessons effectively
Participated in team teaching when necessary
Practiced positive discipline and classroom management
Implemented teaching strategies using all learning modalities
Effectively used peer tutoring for student growth
Worked well as part of a staff to coordinate assemblies, curriculum, training, staff development, projects and more
Language Arts committee chair
Knowledge of effective teaching, classroom organizational management, bilingual methodology and strategies (CLAD Certified)
Gained experience as the Resource Specialist substitute during off track time

ELEMENTARY SCHOOL COUNSELOR - Woodland Hills Elementary

Interned as a counselor working with individuals and groups of first – fifth grade students
Managed a case load of 20 students and successfully established rapport with them
Worked creatively with students using art, play, and dramatic therapeutic techniques
Dealt effectively with parents and school staff alike

ASSISTANT DIRECTOR – Star Spot Theater Workshop

Supervised fifty children and adolescents
Taught theater skills and led rehearsals culminating in major musical production
Met with parents and mediated conflicts between children
Dealt effectively with learning disabilities

CAPABILITIES

Experience teaching children's theater arts & directing productions
Experience with LAUSD Master Plan, English Language Development, and compliance
Knowledge of LAUSD SIS computer system
Knowledge of Prekindergarten through fifth grade curriculum & current instructional strategies
Ability to communicate effectively with students, parents, staff, and community
Excellent organizational and managerial skills
Willingness to be a full participant in collaborative decision making

Appendix

V

Title: Elementary School Assistant Principal

Primary Function: The elementary school assistant principal will use leadership, supervisory, and administrative skills to promote the educational development of each student in the assigned building. This position will include assuming all responsibilities of the building operation during the principal's absence.

Reports to: Elementary School Principal

Qualifications:

- A valid California administrative certificate as elementary principal
- Minimum five years teaching and/or educational administrative experience
- Ability to observe student/teacher activities and monitor safety and security

Responsibilities:

1. Curriculum Development, Supervision and Evaluation, and Assist the Principal in:

- Understanding school curriculum, ensuring teaching of the written curriculum, and helping staff use curriculum resources
- Participate in and/or leading curriculum development activities
- Provide opportunities and encouragement for staff to increase program expertise
- Identifying curricular and extra curricular needs by analyzing current programs and student achievement
- Regularly using the results of the student assessment data to identify problems and implement program improvements and/or pacing

2. Student Assessment and Monitoring and Assist the Principal in:

- Emphasizing student achievement as the primary outcome of schooling
- Systematically assessing and monitoring student progress using objective and verifiable information whenever possible
- Working with staff to systematically identify and respond to at risk students; making referrals to appropriate community agencies when needed
- Providing meaningful information to parents and others regarding student progress
- Maintaining policies and practices for grading, reporting, and promoting
- Coordinate Summer Learning Academy

3. Student and Staff Relations

- Models and facilitates good human relations skills; effectively interacts with others
- Solicits information from school personnel and community in gauging the school climate
- Recognizes efforts of students and teachers
- Promotes the improvement of student and staff self-images
- Communicates high expectations for both staff and students and provides appropriate motivation to reach expectations
- Attends special events held to recognize student achievement and attends school sponsored activities
- Fosters collegial relationship with and among teachers and staff

4. Establishing an Effective Workplace and Work with the Principal to:

- Develop and maintain positive staff morale
- Define and articulate a school philosophy with vision through board adopted goals and administrative recommended objectives
- Conduct meetings of the staff as necessary for the proper functioning of the school
- Implement a discipline code that is fair and promotes orderliness and student learning
- Protect instructional time by minimizing interruptions to the instructional process
- Coordinate teacher and student schedules to promote maximum learning and minimize conflict
- Maintain high visibility in the school
- Provide for adequate supervision and acceptable student behavior at all school functions planned and operated by school personnel

5. Staff Supervision, Personnel Evaluation and Work with the Principal to:

- Supervise professionals, teacher assistants, secretaries, and classroom volunteers within the building
- Assist in personnel evaluation
- Demonstrate objectivity in personnel evaluation

6. Communications, Community Relations, and Assist the Principal in:

- Listening and responding appropriately to staff, student, and community concerns
- Respecting differences of opinions and fostering open communications among staff
- Developing communications that reflect and support management team decision in the implementation of school board policies
- Communicating effectively with students; individually and in groups
- Speaking and writing effectively
- Keeping the President and other appropriate central office administrators informed of school activities and problems such as transportation, special services, etc.
- Communicating and working with central office and other principals to share ideas, problems, expertise, and personnel
- Interacting with parent group to promote positive outcomes
- Encouraging parent visits and involvement in decision making
- Effectively utilizing community resources and volunteering to promote student learning

7. Decision Making and Problem Solving

- Considers research when making decisions
- Considers alternative and consequences in the decision making process
- Makes decisions in a timely fashion and maximizes decisions effectiveness by follow-up actions
- Clearly communicates decisions and rationale to all affected
- Seeks information from appropriate sources and strives for consensus in the decision making process
- Identifies problem areas and seeks solutions before crisis situations develop
- Effectively delegates decision making and problem solving to appropriate personnel
- Supports and endorses decisions made by the principal and administrative team in the operation of the school

8. Professional Development

- Keeps abreast of changes and developments in the profession by attending professional meetings, reading professional journals, and discussing problems of mutual interest with others in the field
- Assumes responsibility for his/her own professional growth and development through membership and participation in the affairs of professional organizations, through attendance at regional, state, and national meetings
- Plans and implements individualized improvement programs when necessary
- Effectively utilizes the expertise of school personnel, including self, in staff development
- Helps teachers implement objectives for themselves and students
- Provides opportunities for teachers to share and demonstrate successful practices
- Views self as a role model for expected staff behavior
- Perceives self as a change agent; works for personal and professional organizational renewal

9. Building Management, Recordkeeping, Financial Management, and Assist the Principal in:

- Establishing and maintaining rules and procedures for student and staff safety
- Promoting an aesthetically pleasing environment in the school
- Monitoring plant, office, and equipment maintenance
- Promoting timely repair of school facilities and equipment
- Effectively coping with crises and emergencies
- Maintaining accurate personnel, student, and fiscal records
- Preparing accurate budgets and effectively monitors expenditures
- Preparing required reports accurately and efficiently
- Anticipating future building and equipment needs; planning appropriately to remedy
- Managing the daily use of school facilities for both academic and nonacademic purposes
- Monitor bus port in the morning and afternoon for arrival and departure of
- Organizing special monthly events for school spirit
- Arranging and scheduling outside programs to enhance curriculum, assemblies, etc.
- Other assignments as may be delegated by principal and President

Appendix W

**Ivy Academia Elementary School #2
Consolidated Income Statement Projections**

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Revenues & Resources					
Revenues					
GPE Block Grant	1,719,032	1,719,032	1,923,536	1,915,804	1,981,394
Local revenues (In lieu of Property Taxes)	662,884	662,884	731,638	739,370	764,866
Special Education Revenues	299,181	299,181	333,702	333,702	345,209
Categorical Block Grant	197,600	197,600	220,400	220,400	228,000
EDS Block Grant	396,864	419,760	442,656	450,288	457,920
K-3 Class Size Reduction	325,584	325,584	386,631	386,631	406,980
California Lottery	-	146,224	81,548	81,548	84,360
Facilities Reimbursement (SB740)	-	-	-	-	-
Meals Reimbursement	-	-	-	-	-
Title I & other federal revenues	312,000	247,000	660,000	696,000	708,000
Total Revenues	3,913,145	4,017,265	4,780,111	4,823,743	4,976,729
Resources					
Fundraising	-	-	-	-	-
PCSGP Implementation Grant	350,000	250,000	-	-	-
Other Programs Revenues	350,000	250,000	-	-	-
Total Revenues	4,263,145	4,267,265	4,780,111	4,823,743	4,976,729
Expenses					
Certificated compensation					
Teachers' salary	949,520	1,172,600	1,345,695	1,413,649	1,504,831
Administrators' salary	180,000	261,750	285,053	293,604	302,412
Other certificated salaries	130,000	161,483	166,328	171,318	176,457
Substitutes	33,750	34,425	37,800	38,025	39,150
Bonuses	-	88,589	97,567	100,194	105,241
Total Certificated compensation	1,293,270	1,718,847	1,932,442	2,016,790	2,128,091
Classified compensation					
Instructional Aides' Salaries	16,940	17,787	18,676	19,610	20,591
Administrators' Salaries & Bonuses	150,000	156,250	118,125	114,844	120,586
Clerical and Other Office Salaries	21,506	29,843	31,335	32,902	34,547
Custodial salaries	90,000	93,164	95,018	97,868	100,804
Other classified salaries	-	-	-	-	-
Total Classified compensation	278,446	297,044	263,154	265,224	276,528
Employee Benefits					
Retirement (403B plan only)	4,167	9,000	8,000	8,000	8,000
STRS/FICA	118,111	148,357	164,747	170,827	179,238
Health and Welfare Benefits	121,469	199,261	181,240	193,927	213,892
State Unemployment Insurance	78,586	19,200	20,000	19,212	19,612
Workers Compensation	35,458	50,902	56,026	58,311	61,375
Other Benefits	-	-	-	-	-
Total Benefits	357,791	426,720	430,013	450,277	482,117
Books & Supplies					
Textbooks	200,000	100,000	100,000	200,000	100,000
Books other than Textbooks	-	-	-	-	-
Instructional Materials	16,000	16,000	17,500	17,500	18,000
Noncapitalized Equipment	18,536	18,536	18,536	18,536	18,536
Other Supplies	46,000	46,000	46,000	46,000	46,000
Total Books & Supplies	280,536	180,536	182,036	282,036	182,536
Services & Other Operat. Expend.					
Special Education Encroachment (outsourced services ONLY)	192,500	192,500	192,500	192,500	192,500
Professional development	150,000	100,000	100,000	100,000	100,000
Travel and Conferences	30,000	30,000	30,000	30,000	30,000
Dues and Memberships	10,000	10,000	10,000	10,000	10,000
Insurance	20,004	20,004	20,004	20,004	20,004
Utilities and Housekeeping Services (incl police and technolo	188,907	189,200	189,200	189,200	189,200
M&O	58,333	70,000	70,000	70,000	70,000
Other Services and Operating Expenditures	126,200	127,000	127,000	127,000	127,000
Total Services & Other Operat. Expend.	775,944	738,704	738,704	738,704	738,704
Other Outgo					
CMO Overhead	391,315	401,727	478,011	482,374	497,673
District Oversight	77,385	77,385	86,267	86,267	89,228
Total Outgo	468,700	479,112	564,278	568,642	586,901
Total Operating Expenditure	3,454,687	3,840,963	4,110,627	4,321,672	4,394,876
Gross Operating Margins	808,459	426,303	669,484	502,071	581,854
Non-operating expenses					
Depreciation & Ammortization	-	-	-	-	-
Fees & Interest payments	-	7,353	3,373	2,503	1,633
Total Non-operating expenses	-	7,353	3,373	2,503	1,633
Excess Funds (Deficit)	808,459	418,950	666,111	499,568	580,221
Operating surplus	23.4%	10.9%	16.2%	11.6%	13.2%

Note: June fiscal year end is assumed.

**Ivy Academia Elementary School #2
Consolidated Balance Sheet Projections**

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Assets					
Cash and deposits	520,473	563,578	850,017	1,210,427	1,500,430
Account receivables, net	219,217	300,522	438,181	330,238	376,125
Advances	-	-	-	-	-
Sites and Improvement of Sites	-	-	-	-	-
Buildings and Improvement of Buildings	-	-	-	-	-
Furniture Fixtures and Equipment	500,000	700,000	900,000	1,100,000	1,300,000
Accumulated Ammortization	-	-	-	-	-
Accumulated Depreciation	-	-	-	-	-
Others	-	-	-	-	-
Total assets	1,239,690	1,564,100	2,188,198	2,640,665	3,176,555
Liabilities & Excess funds					
Account payables	100,000	50,000	50,000	50,000	50,000
Accrued Salaries, Payroll liabilities, Deferred revenue	81,231	86,692	94,679	97,578	103,247
Lease payable	-	-	-	-	-
Revolving Debt (10%)	-	-	-	-	-
Long-term liabilities: State Revolving Loan	250,000	200,000	150,000	100,000	50,000
Other non-current liabilities	-	-	-	-	-
Total liabilities	431,231	336,692	294,679	247,578	203,247
Excess Funds	808,459	418,950	666,111	499,568	580,221
Net Assets (last year)	-	808,459	1,227,408	1,893,519	2,393,087
Net Assets (last year)	808,459	1,227,408	1,893,519	2,393,087	2,973,308
Total liabilities and net assets	1,239,690	1,564,100	2,188,198	2,640,665	3,176,555
Check balance	-	-	-	-	-
Note: June fiscal year end is assumed.					

**Ivy Academia Elementary School #2
Consolidated Cash Flow Projections**

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Cash Flows from Operations					
Excess Revenues	808,459	418,950	418,950	666,111	499,568
Depreciation and Amortization	-	-	-	-	-
Change in A/R	(219,217)	(81,305)	(81,305)	(137,659)	107,943
Change in A/P	181,231	(44,539)	(44,539)	7,987	2,899
Net Cash Provided by (Used for) Operations	770,473	293,105	293,105	536,439	610,410
Cash Flows from Investing Activities					
Lease payables	-	-	-	-	-
Sites and Improvement of Sites	-	-	-	-	-
Buildings and Improvement of Buildings	-	-	-	-	-
Furniture Fixtures and Equipment	(500,000)	(200,000)	(200,000)	(200,000)	(200,000)
Others	-	-	-	-	-
Net Cash Provided by (Used for) Investments	(500,000)	(200,000)	(200,000)	(200,000)	(200,000)
Cash Flows from Financing Activities:					
Debt Financing (Payment): Revolving Loan	250,000	(50,000)	(50,000)	(50,000)	(50,000)
Other liabilities	-	-	-	-	-
Net Cash Provided by (Used for) Financing	250,000	(50,000)	(50,000)	(50,000)	(50,000)
Effect on Revolving Debt:					
Cash From Balance Sheet (previous period)	-	520,473	520,473	563,578	850,017
Minimum Cash Balance	-	20,000	20,000	20,000	20,000
Cash Available (Required) From Balance Sheet	-	500,473	500,473	543,578	830,017
Cash Flow (Deficit) Available to (Increase) Decrease Debt	520,473	43,105	43,105	286,439	360,410
Total Cash Available (Required)	520,473	543,578	543,578	830,017	1,190,427
Beginning Balance of Debt	-	-	-	-	-
Cash Used to Decrease (Increase) Debt	-	-	-	-	-
Ending Balance of Debt	-	-	-	-	-
Ending Cash Position	520,473	563,578	563,578	850,017	1,210,427
Note: June fiscal year end is assumed.					

Hy Academia
Consolidated Balance Sheet

Tentative 1/11/10

	2009 10	2010 01	2010 02	2010 03	2010 04	2010 05	2010 06	2010 07	2010 08	2010 09	2010 10	2010 11	2010 12	2011 01	Actual
Assets															
Account receivables, net	23,096	136,723	25,466	708,216	447,766	95,880	1,118,598	-	-	-	-	-	-	-	520,473
Advances	-	-	1,039,948	-	-	-	-	-	-	-	-	-	-	-	219,217
Sites and Improvement of Sites	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Buildings and Improvement of Buildings	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Furniture, fixtures and Equipment	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Accumulated Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	500,000
Others	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total assets	23,096	136,723	1,114,316	708,216	533,466	1,263,953	812,020	1,297,315	1,419,109	1,368,432	1,320,284	1,239,690	1,239,690	1,239,690	
Liabilities & excess funds															
Accrued Salaries	50,000	50,000	215,000	100,000	100,000	100,000	100,000	170,000	100,000	100,000	100,000	100,000	100,000	100,000	100,000
Lease payable	15,534	-	50,000	65,352	85,122	84,841	85,402	85,956	85,493	85,493	84,841	81,231	-	-	81,231
Revolving Debt (10%)	-	-	0	-	-	-	-	-	-	-	-	-	-	-	-
Short-term loans: CCSA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Long-term liabilities: Founders	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Long-term liabilities: State Revolving Loan	-	250,000	250,000	250,000	250,000	250,000	250,000	250,000	250,000	250,000	250,000	250,000	250,000	250,000	250,000
Other non-current liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total liabilities	65,534	300,000	975,000	435,352	435,122	434,841	435,402	508,956	435,493	435,493	434,841	431,231	431,231	431,231	
Excess funds	(42,438)	(114,439)	(729,929)	(168,451)	(174,539)	(729,929)	(452,482)	(374,723)	(729,929)	(729,929)	(729,929)	(729,929)	(729,929)	(729,929)	(729,929)
Net Assets (Over)	(42,438)	(168,437)	(589,216)	422,865	427,887	639,112	376,618	788,359	979,697	928,039	885,383	808,459	808,459	808,459	
Total liabilities and net assets	23,096	136,723	1,114,316	708,216	533,466	1,263,953	812,020	1,297,315	1,419,109	1,368,432	1,320,284	1,239,690	1,239,690	1,239,690	
Check balance															

Ivy Academics
Consolidated Monthly Cash Flow Projections

	2010-2011												Annual
	July	August	September	October	November	December	January	February	March	April	May	June	
Excess Revenues	(42,139)	(113,328)	702,592	(206,482)	1179,519	732,766	(482,466)	374,733	223,346	(54,867)	(39,607)	(75,504)	868,459
Change in A/R	-	-	(1,098,648)	1,098,648	(85,698)	(1,022,921)	1,118,598	(779,745)	191,393	311,000	198,731	(2,518)	(219,217)
Change in A/P	68,574	(175,534)	278,002	(1,392,627)	(731)	(481)	587	(76,482)	178,892	232,483	(40,730)	(38,321)	184,431
Net Cash Provided by (Used For) Operations	23,096	(130,328)	702,592	(206,482)	1179,519	732,766	(482,466)	374,733	223,346	(54,867)	(39,607)	(75,504)	868,459
Lease payables	-	-	-	-	-	-	-	-	-	-	-	-	-
Sites and Improvement of Sites	-	-	-	-	-	-	-	-	-	-	-	-	-
Buildings and Improvement of Buildings	-	-	-	-	-	-	-	-	-	-	-	-	-
Furniture Fixtures and Equipment	-	-	-	-	-	-	-	-	-	-	-	-	-
Other liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-
Net Cash Provided by (Used For) Investments	-	-	-	-	-	-	-	-	-	-	-	-	-
Debt financing (payment): CCSA Cash Flow loan	-	-	250,000	-	-	-	-	-	-	-	-	-	250,000
Debt financing (payment): Foundation loan	-	-	-	-	-	-	-	-	-	-	-	-	-
Debt financing (payment): WCB term loan	-	-	-	-	-	-	-	-	-	-	-	-	-
Other liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-
Net Cash Provided by (Used For) Financing	-	-	250,000	-	-	-	-	-	-	-	-	-	250,000
Cash From Balance Sheet (previous period)	-	23,096	133,723	28,468	753,216	447,766	145,355	312,020	27,576	365,743	424,031	533,831	20,000
Minimum Cash Balance	20,000	26,500	20,000	25,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000
Cash Available (Required) From Balance Sheet	(20,000)	3,696	118,723	5,468	630,116	427,766	125,355	292,020	7,576	604,081	604,031	590,473	(20,000)
Cash Flow (Deficit) Available to (Increase) Decrease Debt	23,096	118,723	(113,255)	682,748	427,766	125,355	(292,020)	7,576	396,748	604,081	604,031	590,473	520,473
Total Cash Available (Required)	3,096	118,723	5,468	682,748	427,766	125,355	292,020	7,576	604,081	604,031	604,031	590,473	500,473
Beginning Balance of Debt	-	-	-	-	-	-	-	-	-	-	-	-	-
Cash Used to Decrease (Increase) Debt	-	-	-	-	-	-	-	-	-	-	-	-	-
Ending Balance of Debt	23,096	1,209,212	28,468	709,216	447,766	145,355	312,020	27,576	365,748	604,031	604,031	590,473	520,473