Ivy Bound Academy
Math, Science, and Technology
Charter Middle 2

Charter School Renewal Petition

July 1, 2018
To
June 30, 2023
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Assurances, Affirmations, and Declarations

Ivy Bound Academy Mathematics, Science and Technology Charter Middle 2 (also referred to herein as “IBA2,” “Ivy Bound Academy 2,” and “Charter School”) shall:

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

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

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

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

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

- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). (Ed. Code § 47605(d)(2)(B).)

- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(d)(3).)

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

- Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(c)(2).)
Charter School hereby declares that Charter School, operated as or by its nonprofit public benefit corporation, is and shall be the exclusive public school employer of Charter School’s employees for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code. Charter School shall comply with all provisions of the EERA and shall act independently from LAUSD for collective bargaining purposes.

In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

NOTE: This Charter contains specific “District Required Language” (DRL), including the Assurances, Affirmations, and Declarations section above. The DRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the DRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the DRL for any given section of the Charter. To the extent that any inconsistency may exist between any provision contained within the body of the Charter and the DRL contained in the addendum, the provisions of the DRL addendum shall control.
Element 1: The Educational Program

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

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

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

General Information

<table>
<thead>
<tr>
<th>The contact person for this Charter School is:</th>
<th>Sean Tessier</th>
</tr>
</thead>
<tbody>
<tr>
<td>The contact address for Charter School is:</td>
<td>20040 Parthenia Street Northridge, CA  91324</td>
</tr>
<tr>
<td>The contact phone number for this charter is:</td>
<td>818-646-4992</td>
</tr>
<tr>
<td>The proposed address or zip of the target community to be served by Charter School is:</td>
<td>91324</td>
</tr>
<tr>
<td>This location is in LAUSD Board District:</td>
<td>3</td>
</tr>
<tr>
<td>This location is in LAUSD Local District:</td>
<td>Northwest</td>
</tr>
<tr>
<td>The grade configuration of Charter School is:</td>
<td>5-8</td>
</tr>
<tr>
<td>The number of students the first year will be:</td>
<td>165</td>
</tr>
<tr>
<td>The grade levels for the students in the first year will be:</td>
<td>5-8</td>
</tr>
<tr>
<td>Charter School’s scheduled first day of instruction in 2018-2019 is:</td>
<td>August 13, 2018</td>
</tr>
<tr>
<td>The enrollment capacity is:</td>
<td>240</td>
</tr>
<tr>
<td>-----------------------------</td>
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</tr>
<tr>
<td>The type of instructional calendar will be:</td>
<td>Traditional</td>
</tr>
</tbody>
</table>
| The bell schedule for Charter School will be: | Monday-Thursday 8:00 AM-3:31 PM  
Friday 8:00 AM-1:00 PM |
| The term of this Charter shall be from: | July 1, 2018 to June 30, 2023 |

**Community Need for Charter School**

IBA2 was designed to address the critical need for innovative educational alternatives in Northridge and the San Fernando Valley. We have been able to provide residents with a thriving, small learning community Charter School that focuses on supporting our students while providing a safe environment that enhances learning. We believe that when a child feels safe and cared for at school, he or she is more inclined to learn. We believe that every child is entitled to a public school education that is not substandard. Our family and community stakeholders feel that our Charter School is a great addition to the neighborhood and they do not need to look outside of the District, or to private schools, for a safe learning environment where their children can excel.

**Charter School Performance**

**English Language Arts**

The past two years of Language Arts SBAC data shows fluctuation, depending on the grade level. Changes in Charter School leadership at the director level caused a shift in instructional leadership and variations with the curriculum such as the addition of teacher created materials and teachers that needed additional training. These challenges have been reviewed and reflected upon, leading to the purchase of research driven ELA curriculum and assessments tools, as described below.

According to the California Department of Education (CDE)’s Smarter Balanced Results ELA (https://caaspp.cde.ca.gov/sb2017/ViewReport), in fifth grade, the percent of students scoring as having met standard mastery or scoring above standard mastery increased from 2016 to 2017 by 13.09%. There was a 13.1% increase in the percent of students that nearly met standard mastery. Sixth grade decreased the percent of students scoring having met standard mastery or scoring above standard mastery from 2016 to 2017 by 30.08%. Seventh grade also decreased by 2.79%. In eighth grade, those students scoring as having met standard mastery or scoring above standard mastery decreased by 3.57%.

After reviewing SBAC data over the last three years and the internal assessments with school administration and teachers, it was determined that curriculum that meets the needs of all students through differentiation was needed. The curriculum that was selected to help raise ELA performance has been adopted by the CDE and has been determined to meet the needs to English Learners, as well as learners from other subgroups, which is what informed our decision. To help student raise ELA scores specifically, we have purchased and implemented this adopted curriculum for the 2017-2018 school year. To properly implement the purchased curriculum and resources, teachers were trained.
prior to the start of the school year, and training will continue throughout the year via Friday professional development sessions and individual coaching as necessary.

Table 1.1 ELA/ELD State Adopted Curriculum

<table>
<thead>
<tr>
<th>Grade</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Wonders</td>
</tr>
<tr>
<td>6</td>
<td>StudySync</td>
</tr>
<tr>
<td>7</td>
<td>StudySync</td>
</tr>
<tr>
<td>8</td>
<td>StudySync</td>
</tr>
</tbody>
</table>

McGraw-Hill ELD Curriculum: StudySync and Wonders

California StudySync was purchased because it is a comprehensive ELA and designated ELD curriculum that will be used for students in grades 6-8. Meeting state standards, StudySync provides an engaging learning experience to today’s digitally connected students. This program offers an interactive curriculum that features media-rich social learning opportunities, daily current-event blasts, movie-like trailers, and a library of 1,300+ canonical and contemporary texts. Digital tools connect students and teachers through a variety of print resources, and teachers have a flexible platform that offers both online standards based assessments and classroom management tools.


For students in 5th grade, California Wonders integrates ELA and both integrated and designated ELD instruction with connected instruction and resources. The program includes targeted differentiation for English Learners, structured opportunities to practice and apply academic language, and the teaching of interpretive, collaborative and productive modes of communication.


The English Language Arts curriculum for all grade levels at IBA2 is aligned to the state standards and aims to cultivate literacy through a cohesive, comprehensive, and progressive learning sequence. The California ELA – ELD Frameworks are used by our faculty to design standards based lessons in ELA and even across subjects. The curriculum balances oral and written language and encompasses all ELA foundations including reading, writing, speaking, and listening. Students at IBA2 learn to read critically, analyze text thoughtfully, write clearly and purposefully, as well as use academically relevant listening and speaking skills in a wide variety of contexts. Connected to these purposes is the interdisciplinary expectation that the development of each student’s literacy skills is a shared responsibility. Every teacher at IBA2 works collaboratively to develop the reading, writing, speaking, and listening skills of all students. IBA2’s curriculum philosophy supports the intent and purpose of the California Common Core State Standards for ELA/Literacy and the State Board of Education’s
belief that “all of California’s students will develop the readiness for college, careers, and civic life by the time they graduate from high school.” The ELA program also focuses on assisting students to attain the ‘capacities of literate individuals’ as outlined by the National Governors Association (NGA) Center for Best Practices and the Council of Chief State School Officers (http://www.corestandards.org/about-the-standards) which state that they will:

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

ELA curriculum, as with all courses at IBA2, is delivered in fully inclusive classrooms in which learners of all abilities participate. Appropriate differentiation is provided for students at all learning levels, this includes support services offered outside of the classroom.

Technology supports used to increase foundational understanding in for students, and IBA2 utilizes a variety of technologies to support curriculum. These academic supports are made available to the student both at home and at school

   a. **Ticket to Read**: Ticket to Read® is a K-6 self-paced, student-centered online program that results in improved reading performance. Students complete tasks in the areas of foundational skills, fluency, vocabulary, and comprehension from any computer with internet access. [http://www.voyagersopris.com/literacy/ticket-to-read/overview](http://www.voyagersopris.com/literacy/ticket-to-read/overview)

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

   c. **Membean**: Knowing the meanings of words, and being able to use them, is an essential skill for both reading comprehension and effective writing. Researchers have long known that teaching individual words is essential, but it’s even more important to build a student's word consciousness. Membean provides guided, engaging, multimodal
vocabulary instruction while our Adaptive Reinforcement Engine helps students retain what they learn.  [http://membean.com/](http://membean.com/) Membean is a requirement for all Ivy Bound students, regardless of EL status. However, it is especially helpful for EL students. Membean allows students multiple ways to learn each word and demonstrates customized learning for each student. Membean provides more than seven different ways of learning a word using engaging content such as audio, video, and word pictures. All students, regardless of EL status, are required to meet weekly benchmarks with this software; however, it is especially helpful for EL students to develop their vocabulary.

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

At least twice per year, teachers and administrators will meet to review the progress of each EL. The review will include:

- progress toward reclassification and grade level expectations
- overall CELDT/ELPAC results for current and previous years
- number of years in the EL program
- CAASPP scores with a minimum of nearly met standard mastery in ELA and MATH for current and previous years with comparison of scores over time.
- current ELD grades for all four domains (listening, speaking, reading, writing)
- overall GPA
- current progress reports, if applicable
- additional risk factors such as:
  - attendance
  - suspensions
  - below grade level reporting marks
  - parent involvement level
  - student discipline reports/incidents
  - participation in school sponsored intervention program

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

- initial meeting with EL/ELPAC team to discuss teacher concerns about the student's progress. Parents/guardians will also be invited to participate in this initial discussion.
- in depth assessment to determine specific area(s) of need and instruction that targets those needs.
- entry and exit criteria for participation in the intervention. No intervention should continue more than 8 weeks if the student does not show significant progress. If a student is not benefitting from the intervention in that period of time, the intervention is considered ineffective and alternative instructional strategies should be identified and provided.
- weekly progress monitoring to ensure the effectiveness of the intervention.
- systematic and explicit instruction with modeling, multiple examples and feedback.

By working together, and clearly outlining each EL’s specific needs, it is hoped that all parties can work together to gain reclassification for the student prior to graduation from middle school.

2. NWEA Assessments

To help students increase scores in Math, ELA, and Science we have adopted NWEA Benchmark Assessments. Implemented during the 2017-2018 school year, NWEA is a web-based data management system that facilitates the collection, reporting, and analysis of district and state assessment information. Students are assessed four times a year, once each quarter. At District teachers and administrators use the data and report options from NWEA to monitor student progress, to identify curricular areas that may need to be reinforced or re-taught, and to plan for the next instructional unit. Assessment data is a powerful tool that is used by our teachers to drill down to the exact instructional grade where lapses and content knowledge mastery begins to weaken. Mastery in ELA and MATH is determined when a student receives a score on the high end of proficient or advanced. When a student receives an assessment score of less than proficient this grade level will be used as their base for content knowledge. After identification has been established, teachers can create worksheets targeted on grade level content and standards to build up the student’s foundational learning to assist with new learning in the classroom. Teachers are then able to track students’ progress toward current grade level goals. This program can be used during the year as a supplement to current grade learning.

The minimum progress expectations benchmarks have been defined to assist parents, educational personnel and students to understand what constitutes appropriate progress for the student's instructional program and when students require additional support. All ELs are monitored regularly to ensure adequate progress toward acquiring English proficiency and mastery of grade level academic content. When students fail to meet the expected progress benchmarks, interventions are provided to accelerate learning and parents are notified in writing of the student's specific areas of need as well as
the intervention(s) that are being provided. Teachers have been trained on the administration of these benchmark assessments, and we have scheduled assessments for the fall, winter, spring, and summer term. These assessments will occur in August, February, April, and June. Teachers will then receive training on using the data provided to inform instruction. Assessment results will be given to teachers and administrators within 10 days of assessment administration. This information will be used to direct instruction and identify students needing additional assistance or interventions. This will provide teachers with specific data regarding student performance in Math, Science, Reading, and Language usage, highlighting specific areas of strength and weakness. Teachers will assist students that need intervention prior to CAASPP testing. These assessments will also serve as a preparation for the upcoming 2017-2018 CAASPP testing, as well as for the term of the charter, to help students familiarize themselves with adaptive online assessments.

Chart 1.1: All Students ELA SBAC Comparison Data by Grade Level and by Not Met (Red), Nearly Met (Yellow), Met (Light Green), and Above Standard (Dark Green) (from Left to Right) (Charter Vision from https://caaspp.cde.ca.gov/sb2017/ViewReport)
Analysis of Schoolwide ELA SBAC Data by Strand

It is important to review the schoolwide ELA SBAC Data by Strand or the specific level descriptors (https://caaspp.cde.ca.gov/sb2017/ViewReport?ps=true&lstTestYear=2017&lstTestType=B&lstCounty=19&lstDistrict=64733-0128389&lstSchool=0128389). In the area of Reading in 2015, 10% of students schoolwide scored above standard mastery, while 50% scored at or near standard mastery. In 2016, 16% of students schoolwide scored above standard mastery, while 46% students scored at or near standard mastery. In 2017, 15.47% of students scored above standard mastery, and 43.65% scored at or near standard mastery. In the area of Writing, in 2015, 12% students scored above standards while 50% scored as having at or near standard mastery. In 2016, 22% of students scored above standards while 47% scored at or near standard mastery. In 2017, 11.05% of students scored above standard mastery and 55.25% scored at or near standard mastery. In the area of Listening, in 2015, 11% of students scored above standard mastery, and 71% scored at or near standard mastery. In 2016, 12% of students scored above standard mastery, and 65% scored at or near standard mastery. In 2017, 9.94% of students scored above standard mastery, and 64.09% scored at or near standard mastery. In the area of Research and Inquiry, in 2015, 15% of students scored above standard mastery, and 63% scored at or near standard mastery. In 2016, 16% of students scored above standard mastery, and 58% scored at or near standard mastery. In 2017, 9.39% of students scored above standard mastery, and 54.70% scored at or near standard mastery.
Cohort Analysis ELA SBAC 2015-2017
In reviewing schoolwide ELA SBAC data by Cohort, IBA2 noticed that in the majority of circumstances the Mean Scale Score increased from year to year. This is important to note that the longer a student attends IBA2 with the same teachers, the better they will score in the following year. In reviewing schoolwide ELA SBAC data by Cohort shows that from 5th grade to 6th grade, the Mean Scale Score increased by 49.1 points. From 6th grade to 7th grade, the Mean Scale Score increased by 5.7 points. The number of students who scored above standard mastery scored 7% as 5th graders in 2015 and again as 6th graders in 2016. Scores for 7th graders in 2017 decreased to 5.88% above standard mastery. 30% of 5th graders in 2015 scored at standard met and as 6th graders in 2016, their scores increased to 46%. In 2017, the 7th graders decreased to 33.33% as having met standards. This was a decrease of 12.67%. In 2015, 64% of 5th graders scored not met or nearly met. In 2016, 48% of 6th graders scored not met or nearly met which is a positive decrease of 16%. In 2017, the 7th graders scored 62.78% not met or nearly met which was a negative increase of 14.78% from 2016.

The ELA SBAC data by Cohort shows that from 6th grade to 7th grade, the Mean Scale Score increased by 40.1 points. From 7th grade to 8th grade, the Mean Scale Score decreased by 6.3 points. The number of students who scored above standard mastery scored 6% as 6th graders in 2015 and 11% as 7th graders in 2016. Scores for 8th graders in 2017 decreased by 2.8% above standard mastery to 8.20%. 28% of 6th graders in 2015 scored at standard met and as 7th graders in 2016, their scores increased to 31%. In 2017, the 8th graders decreased to 26.23% as having met standards. This was a decrease of 4.77%. In 2015, 66% of 6th graders scored not met or nearly met standards. In 2016, 58% of 7th graders scored not met or nearly met standards which is a positive decrease of 16%. In 2017, the 8th graders scored 65.58% not met or nearly met standards which was a negative increase of 7.58% from 2016.

The ELA SBAC data by Cohort shows that from 7th grade to 8th grade, the Mean Scale Score increased by 25.2 points. The number of students who scored above standard mastery scored 7% as 7th graders in 2015 and 11% as 8th graders in 2016. 20% of 7th graders in 2015 scored at standard met and as 8th graders in 2016, their scores increased to 27%. In 2015, 73% of 7th graders scored not met or nearly met standards. In 2016, 62% of 8th graders scored not met or nearly met standards which is a positive decrease of 11%.
Table 1.2: Scores Over Time ELA SBAC by Cohorts

<table>
<thead>
<tr>
<th>Achievement Level Distribution Over Time in English Language Arts/Literacy</th>
<th>5th Grade (2015)</th>
<th>6th Grade (2016)</th>
<th>7th Grade (2017)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean Scale Score</td>
<td>2475.5</td>
<td>2524.6</td>
<td>2533.3</td>
</tr>
<tr>
<td>Standard Exceeded: Level 4</td>
<td>7 %</td>
<td>7 %</td>
<td>5.88%</td>
</tr>
<tr>
<td>Standard Met: Level 3</td>
<td>30 %</td>
<td>46 %</td>
<td>33.33%</td>
</tr>
<tr>
<td>Standard Nearly Met: Level 2</td>
<td>27 %</td>
<td>33 %</td>
<td>37.35%</td>
</tr>
<tr>
<td>Standard Not Met: Level 1</td>
<td>37 %</td>
<td>15 %</td>
<td>25.53%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Achievement Level Distribution Over Time in English Language Arts/Literacy</th>
<th>6th Grade (2015)</th>
<th>7th Grade (2016)</th>
<th>8th Grade (2017)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean Scale Score</td>
<td>2496.5</td>
<td>2536.6</td>
<td>2530.3</td>
</tr>
<tr>
<td>Standard Exceeded: Level 4</td>
<td>6 %</td>
<td>11 %</td>
<td>8.20%</td>
</tr>
<tr>
<td>Standard Met: Level 3</td>
<td>28 %</td>
<td>31 %</td>
<td>26.23%</td>
</tr>
<tr>
<td>Standard Nearly Met: Level 2</td>
<td>35 %</td>
<td>29 %</td>
<td>34.43%</td>
</tr>
<tr>
<td>Standard Not Met: Level 1</td>
<td>31 %</td>
<td>29 %</td>
<td>31.15%</td>
</tr>
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<table>
<thead>
<tr>
<th>Achievement Level Distribution Over Time in English Language Arts/Literacy</th>
<th>7th Grade (2015)</th>
<th>8th Grade (2016)</th>
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</thead>
<tbody>
<tr>
<td>Mean Scale Score</td>
<td>2512.9</td>
<td>2538.1</td>
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<tr>
<td>Standard Exceeded: Level 4</td>
<td>7 %</td>
<td>11 %</td>
</tr>
<tr>
<td>Standard Met: Level 3</td>
<td>20 %</td>
<td>27 %</td>
</tr>
<tr>
<td>Standard Nearly Met: Level 2</td>
<td>43 %</td>
<td>29 %</td>
</tr>
<tr>
<td>Standard Not Met: Level 1</td>
<td>30 %</td>
<td>33 %</td>
</tr>
</tbody>
</table>

The chart below shows the ELA SBAC Comparative Data from 2015-2016 to 2016-2017 comparing overall IBA2 data to the Resident Schools Median to LAUSD from Data Set provided by CSD. It is important to note that consistently, IBA2 has outperformed Resident Schools Median in 2016 and 2017 and outperformed LAUSD in 2016.
Chart 1.2: ELA SBAC Comparative Data between IBA2 Schoolwide, Resident Schools Median and LAUSD by Not Met (Blue), Nearly Met (Orange), Met (Grey), and Above Standard (Yellow)

According to 2017 ELA SBAC results found on CDE Website (https://caaspp.cde.ca.gov/sb2017/ViewReport), IBA2’s Latino students scored 27.96% as having met or above standard mastery. The Resident Schools Median for Latino students was 26.44%. White students at IBA2 scored 40.91% as having met or above standard mastery, while Resident Schools Median was 52.27%. IBA2’s Socioeconomically Disadvantaged students scored 23.89% as having met or above standard mastery, and Resident Schools Median was 27.88%. Students with Disabilities at IBA2 scored 6.67% at or above standard while the Resident Schools Median was 7.81%. IBA2 did not have any English Learners who scored at or above standard mastery. The Resident Schools Median for English Learners was 1.72%. IBA2’s Black or African American students scored 20% as met or above standard mastery. Resident Schools Median was 28.57%. Filipino students at IBA2 scored 53.85% as met or above standards mastery, while the Resident Schools Median was 70.59%.
Chart 1.3: ELA SBAC Comparison between IBA2 and Resident Schools Median by Significant Subgroups

Though the Charter Petition Renewal Criteria is based on the performance of IBA2 against Resident Schools Median in ELA and Math, it is important to note how IBA2 did in the greater context of the community on the 2017 ELA SBAC. The chart below shows IBA2 outperforming LAUSD, Los Angeles County, and California for those students that scored at or above standard mastery across all grade levels on the ELA SBAC. While California and Los Angeles County scores show consistently leveled scores across 5<sup>th</sup>-8<sup>th</sup> grade, LAUSD shows a steady decrease across the grade span.
According to the California Department of Education (CDE)’s Smarter Balanced Results Math (https://caaspp.cde.ca.gov/sb2017/ViewReport), results for the 2017 Math SBAC showed slight changes for fifth graders when compared to 2016 scores. The number of students that scored as having not met standards decreased by 7.14%, those having nearly met standards decreased by 4.43%, students having met standards increased by 9.52%, and those having scored above standards grew by 2.05%. Sixth graders scoring as having not met or nearly met standards increased by 39.42% and those having met or above standards decreased by 46.67%. In 7th grade, scores reflected a 1.17% increase in the number of students scoring as having met or above standards over the 2016 scores. When comparing 2016 to 2017 scores, 8th graders saw changes across the bands. Students having scored as not met standards decreased by 5.14%, nearly met standards increased by 9.95%, met standards decreased by 1.25%, and students scoring above standards decreased by 4.52%.
Chart 1.5: All Students Math SBAC Comparison Data by Grade Level and by Not Met (Red), Nearly Met (Yellow), Met (Light Green), and Above Standard (Dark Green) (from Left to Right) (Charter Vision from [https://caaspp.cde.ca.gov/sb2017/ViewReport](https://caaspp.cde.ca.gov/sb2017/ViewReport))
My School Performance vs Prior Year

Grade 6, Math – Smarter Balanced

All Students

2016 22 % 24 % 33 % 22 %

2017 56.25 % 29.17 % 8.33 % 6.25%

My School Performance vs Prior Year

Grade 7, Math – Smarter Balanced

All Students

2016 29 % 31 % 16 % 24 %

2017 31.37 % 27.45 % 35.29 % 5.88 %

1 6.25% https://caaspp.cde.ca.gov/sb2017/ViewReport
Ivy Bound Academy 2 - Northridge
Analysis of Schoolwide Math SBAC Data by Strand

It is important to review the Math SBAC Data by Strand or the specific level descriptors (https://caaspp.cde.ca.gov/sb2017/ViewReport). In the area of Concepts and Procedures in 2015, 26% of students schoolwide scored above standard mastery, while 36% scored at or near standard mastery. In 2016, 29% of students schoolwide scored above standard mastery, while 28% students scored at or near standard mastery. In 2017, 14.36% of students scored above standard mastery, and 27.07% scored at or near standard mastery. In the area of Problem Solving and Modeling and Data Analysis, in 2015, 17% students scored above standards while 49% scored as having at or near standard mastery. In 2016, 17% of students scored above standard mastery while 44% scored at or near standard mastery. In 2017, 11.60% of students scored above standard mastery and 42.54% scored at or near standard mastery. In the area of Communicating Reasoning, in 2015, 12% of students scored above standard mastery, and 59% scored at or near standard mastery. In 2016, 17% of students scored above standard mastery, and 52% scored at or near standard mastery. In 2017, 8.29% of students scored above standard mastery, and 49.72% scored at or near standard mastery.

After review of the Math SBAC Data by Strand, it is clear that the students need further support in each knowledge skill level. Strategies that we are employing are ALEKS with daily fidelity, Math Lab as a daily course, and progress monitoring to assure that the students are performing at or above standards. By using NWEA Assessments four times per year, the teachers are able to identify students,
refer them for interventions and adjust the instruction to assure that these concepts are mastered. In addition, IBA2 is using the CAASPP website for practice assessments so that the students are familiar with the format of the SBAC. Finally, by using Math Journals, the students are becoming familiar with describing and explaining their thinking of math in writing which mirrors the format of the SBAC.

Cohort Analysis Math SBAC 2015-2017
In reviewing schoolwide Math SBAC data by Cohort as found on the CDE’s website, it shows that from 5th grade to 6th grade, the Mean Scale Score increased by 39.71 points. From 6th grade to 7th grade, the Mean Scale Score decreased by 16.1 points. The number of students who scored above standard was 3% as 5th graders in 2015 and 22% as 6th graders in 2016. Scores for 7th graders in 2017 decreased to 5.8% above standard. 38% of 5th graders in 2015 scored at standard met and 33% as 6th graders in 2016. In 2017, the 7th graders increased to 35.29% as having met standards. This was an increase of 2.29%. In 2015, 59% of 5th graders scored not met or nearly met standards. In 2016, 46% of 6th graders scored not met or nearly met standards which is a positive decrease of 13%. In 2017, the 7th graders scored 58.82% not met or nearly met standards which was a negative increase of 12.82% from 2016.

The Math SBAC data by Cohort shows that from 6th grade to 7th grade, the Mean Scale Score increased by 31.8 points. From 7th grade to 8th grade, the Mean Scale Score decreased by 36.9 points. The number of students who scored above standard scored 13% as 6th graders in 2015 and 24% as 7th graders in 2016. Scores for 8th graders in 2017 decreased by 12.52% above standard to 11.48%. 20% of 6th graders in 2015 scored at standard met and as 7th graders in 2016, their scores decreased to 16%. In 2017, the 8th graders decreased to 14.75% as having met standards. In 2015, 68% of 6th graders scored not met or nearly met standards which is a positive decrease of 8%. In 2017, the 8th graders scored 83.77% not met or nearly met standards which was a negative increase of 23.77% from 2016.

The Math SBAC data by Cohort shows that from 7th grade to 8th grade, the Mean Scale Score decreased by 33.8 points. The number of students who scored above standard was 20% as 7th graders in 2015 and 16% as 8th graders in 2016. 20% of 7th graders in 2015 scored at standard met and as 8th graders in 2016, their scores decreased to 16%. In 2015, 59% of 7th graders scored not met or nearly met standards. In 2016, 69% of 8th graders scored not met or nearly met standards which is a negative increase of 10%.
Table 1.3: Scores Over Time Math by Cohorts

Achievement Level Distribution Over Time in Mathematics

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean Scale Score</td>
<td>2506.9</td>
<td>2545.8</td>
<td>2529.7</td>
</tr>
<tr>
<td>Standard Exceeded: Level 4</td>
<td>3 %</td>
<td>22 %</td>
<td>5.8 %</td>
</tr>
<tr>
<td>Standard Met: Level 3</td>
<td>38 %</td>
<td>33 %</td>
<td>35.29%</td>
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<tr>
<td>Standard Nearly Met: Level 2</td>
<td>45 %</td>
<td>24 %</td>
<td>27.45%</td>
</tr>
<tr>
<td>Standard Not Met: Level 1</td>
<td>14 %</td>
<td>22 %</td>
<td>31.37%</td>
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</table>

Achievement Level Distribution Over Time in Mathematics

<table>
<thead>
<tr>
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<th></th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Mean Scale Score</td>
<td>2505.3</td>
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<td>11.48%</td>
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<tr>
<td>Standard Met: Level 3</td>
<td>20 %</td>
<td>16 %</td>
<td>14.75%</td>
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<tr>
<td>Standard Nearly Met: Level 2</td>
<td>35 %</td>
<td>31 %</td>
<td>22.95%</td>
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<tr>
<td>Standard Not Met: Level 1</td>
<td>33 %</td>
<td>29 %</td>
<td>50.82%</td>
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</table>

Achievement Level Distribution Over Time in Mathematics

<table>
<thead>
<tr>
<th></th>
<th>7th Grade (2015)</th>
<th>8th Grade (2016)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean Scale Score</td>
<td>2549.5</td>
<td>2515.7</td>
</tr>
<tr>
<td>Standard Exceeded: Level 4</td>
<td>20 %</td>
<td>16 %</td>
</tr>
<tr>
<td>Standard Met: Level 3</td>
<td>20 %</td>
<td>16 %</td>
</tr>
<tr>
<td>Standard Nearly Met: Level 2</td>
<td>34 %</td>
<td>13 %</td>
</tr>
<tr>
<td>Standard Not Met: Level 1</td>
<td>25 %</td>
<td>56 %</td>
</tr>
</tbody>
</table>

The chart below shows the Math SBAC Comparative Data from 2015-2016 to 2016-2017 comparing overall IBA2 data to the Resident Schools Median to LAUSD from CDE. It is important to note that consistently, IBA2 has outperformed Resident Schools Median in 2016 and 2017 and outperformed LAUSD in 2016.
According to 2017 Math SBAC results, IBA2’s Latino students scored 22.58% as having met or above standard mastery. The Resident Schools Median for Latino students was 16.13%. White students at IBA2 scored 40.91% as having met or above standard mastery, while Resident Schools Median was 24.44%. IBA2’s Socioeconomically Disadvantaged students scored 20.35% as having met or above standard mastery, and Resident Schools Median was 18.85%. Students with Disabilities at IBA2 scored 13.33% at or above standard while the Resident Schools Median was 5.47%. IBA2’s English Learners who scored at or above standard mastery was 5.26%. The Resident Schools Median for English Learners was 1.47%. IBA’s Black or African American students scored 5% as met or above standard mastery. Resident Schools Median was 25.71%. Filipino students at IBA2 scored 38.46% as met or above standards mastery, while the Resident Schools Median was 50%.
As with Language Arts, IBA2 has outperformed LAUSD, Los Angeles County, and California for those students that scored as having met or above standards across the grades it serves on the 2017 Math SBAC. Though the Charter Petition Renewal Criteria is based on the performance of IBA2 against Resident Schools Median in ELA and Math, it is important to note how IBA2 did in the greater context of the community on the 2017 Math SBAC. LAUSD saw minimal growth across the grades, Los Angeles County stayed constant for grades 6-8, and California saw both increases and decreases across the grades. While not all grades showed growth when compared to 2016 scores, IBA2 did score better than LAUSD, Los Angeles County, and California.
Chart 1.8: Met or Above Standard Math SBAC Comparison between IBA2, LAUSD, LA County and State by Grade Level (https://caaspp.cde.ca.gov/sb2017/ViewReport)

2017 MATH SBAC SCORE COMPARISON- MET OR EXCEEDED
Ivy Bound Academy vs. LAUSD vs. Los Angeles County vs. California
### Table 1.4: Fall 2017 NWEA Benchmark Assessments from IBA2 NWEA Portal

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<thead>
<tr>
<th>Grade</th>
<th># of Students</th>
<th>Language</th>
<th>Reading</th>
<th>Mathematics</th>
<th>Science</th>
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<td></td>
<td>TARGET</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>5th Grade</td>
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<td>211</td>
<td>200</td>
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<td>All Students</td>
<td>16</td>
<td>193</td>
<td>190</td>
<td>208</td>
<td>193</td>
</tr>
<tr>
<td>Ethnicity: Hispanic or Latino</td>
<td>12</td>
<td>191</td>
<td>184</td>
<td>205</td>
<td>191</td>
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<td>2*</td>
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<td>200</td>
<td>214</td>
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</tr>
<tr>
<td>Race: Filipino</td>
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<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
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<tr>
<td>Race: White / Other</td>
<td>2*</td>
<td>207</td>
<td>212</td>
<td>224</td>
<td>209</td>
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<tr>
<td>Special Education</td>
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<td>193</td>
<td>188</td>
<td>206</td>
<td>196</td>
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<tr>
<td>SE Disadvantaged</td>
<td>13</td>
<td>194</td>
<td>191</td>
<td>209</td>
<td>194</td>
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<tr>
<td>English Learner</td>
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<td>173</td>
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<td>6th Grade</td>
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<td>All Students</td>
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<td>204</td>
<td>211</td>
<td>198</td>
</tr>
<tr>
<td>Ethnicity: Hispanic or Latino</td>
<td>39</td>
<td>198</td>
<td>201</td>
<td>207</td>
<td>196</td>
</tr>
<tr>
<td>Race: Black / African-American</td>
<td>4*</td>
<td>204</td>
<td>213</td>
<td>223</td>
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</tr>
<tr>
<td>Race: Filipino</td>
<td>4*</td>
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<tr>
<td>Race: White / Other</td>
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<td>English Learner</td>
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<td>195</td>
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<td>7th Grade</td>
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</tr>
<tr>
<td>Race: Filipino</td>
<td>4*</td>
<td>212</td>
<td>214</td>
<td>220</td>
<td>203</td>
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<tr>
<td>Race: White / Other</td>
<td>3*</td>
<td>194</td>
<td>210</td>
<td>211</td>
<td>199</td>
</tr>
<tr>
<td>Special Education</td>
<td>9*</td>
<td>188</td>
<td>191</td>
<td>209</td>
<td>196</td>
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<td>SE Disadvantaged</td>
<td>30</td>
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<td>215</td>
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<tr>
<td>English Learner</td>
<td>7*</td>
<td>187</td>
<td>188</td>
<td>209</td>
<td>194</td>
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<tr>
<td>8th Grade</td>
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<td>226</td>
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<tr>
<td>All Students</td>
<td>38</td>
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<td>231</td>
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<tr>
<td>Ethnicity: Hispanic or Latino</td>
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<td>English Learner</td>
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<td>201</td>
<td>203</td>
<td>210</td>
<td>197</td>
</tr>
</tbody>
</table>
This data is the baseline data from the initial NWEA assessments in Fall of 2017. With assessments taking place 4 times per year, we track student growth and implement any interventions as necessary. Every classroom is equipped with Interactive Promethean Boards and classes use SmartBoards for interactive content. Students are provided with a one-to-one Chromebook. Moreover, the 5-8 grade configuration allows the grade levels to loop with the same teachers thus assuring a smooth transition through middle school. The students take the same single subject teacher for all three years of middle school which creates solid relationships and understanding of the students.

Student Population to be Served
Charter School Population
IBA2 serves students in grades 5-8. IBA2 strives to serve a diverse, multicultural student body that is representative of Northridge, California and its surrounding areas. The October 2016 CALPADS report states that the significant subgroups at IBA2 are White 24.2%, Latino 50.5% and Socioeconomically Disadvantaged 61.6% with special attention given to English Learners 10% and Students with Disabilities 17.4%. IBA2 also serves students who are 11.1% Black or African American, 2.6% Asian, 6.8% Filipino and 4.7% Two or More Races. IBA2 has experienced changes in its demographics over the past 3 years as we have made having a diverse student body a priority. IBA2 shall make a concerted effort in the term of this charter to assure a diverse, multicultural student body. IBA2’s diverse student population aligns to the targets under the Crawford Decision by servicing 75.8% students who are Non-White which exceeds the Crawford requirements. IBA2 serves students from Canoga Park, Northridge, Reseda, Van Nuys, Chatsworth and surrounding areas.

Chart 1.9: Demographics by Ethnicity from PowerSchool Student Information System based on Reported Addresses
Residence Zip Codes
IBA2 is located in Northridge, California. Northridge in the San Fernando Valley of Los Angeles. As part of the northwest side of the Valley, Northridge is close to many neighboring cities such as Canoga Park, Winnetka, Reseda, Van Nuys, and Chatsworth. Families from these neighborhoods make up the majority of IBA2’s student body, with the majority residing in Canoga Park. Having students from a multitude of neighborhoods allows for the voice of different cultures and the sharing of experiences. As a school of choice, IBA2 offers neighborhood students a local alternative in the area during the transitional years between elementary and high school. IBA’s small class size and tight knit community offers an alternative school setting compared to larger elementary and middle schools.

Table 1.5: Cities by Residence Zip Codes from PowerSchool Student Information System based on Reported Addresses

<table>
<thead>
<tr>
<th>City</th>
<th>Zip Codes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Canoga Park</td>
<td>91303, 91304</td>
</tr>
<tr>
<td>Northridge</td>
<td>91324, 91325</td>
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<tr>
<td>Reseda</td>
<td>91335</td>
</tr>
<tr>
<td>Van Nuys</td>
<td>91402, 91403, 91405, 91411</td>
</tr>
<tr>
<td>Chatsworth</td>
<td>91311</td>
</tr>
</tbody>
</table>

Chart 1.10: Demographics by Residence Zip Codes from PowerSchool Student Information System based on Reported Addresses
Parent Education Level
The chart below demonstrates the 2017-2018 students’ parent education levels as reported on enrollment paperwork.

*Chart 1.11: Demographics- Parent Education Levels from PowerSchool Student Information System based on Reported Levels*

Parent Education Levels

- High School or Less: 19.3%
- Bachelors or Associates: 15.7%
- Graduate Degrees: 21.4%
- High School Graduate: 43.6%

Subgroups
IBA2 offers services for students who qualify in special programs. In 2017-2018, the number of students qualifying for the Free and Reduced Lunch Program increased by 13% over the 2016-2017 number. The number of English Learners in 2017-2018 increased about 3% over the prior year, and increased a total of 6% since 2014-2015. The students who are designated as English Learners receive daily instruction in English Language Development in addition to teachers using Specially Designed Academic Instruction in English (SDAIE) strategies including accessing prior knowledge, cooperative learning, hands-on instruction, student communication, explicit vocabulary instruction, multicultural education and checking for understanding. Enrollment of students that qualify for Special Education services decreased by 3% from 2016-2017 to 2017-2018, but has increased by 12% since 2014-2015. The students who receive Special Education services are serviced as per his/her Individualized Education Program (IEP). The number of students that are identified as GATE is at 11% in 2017-2018, which shows tremendous growth since 2014 when there were zero GATE students identified.
In 2017, 0% of IBA2's English Learners scored as having met or above standards according to the ELA SBAC results, while the Resident Schools Median was 1.72%. IBA2 students with disabilities had a 2017 score of 6.67% as having met or above standards. Resident Schools Median had scores ranging from 4.96%-13.44%, with a median score of 7.81%. Socioeconomic Disadvantaged students scored 23.89% as having met or above standards at IBA2, while the Resident Schools Median was 27.88%.

**Chart 1.12: ELA SBAC Subgroups Comparison of IBA2 and Resident Schools Median At and Above Standard from CDE**

In 2017, 5.26% of IBA2's English Learners scored as having met or above standards according to the Math SBAC results. IBA2 outperformed the Resident Schools Median score of 1.47%. IBA2 students with disabilities had a 2017 score of 13.33% having met or above standards. IBA2 outperformed the Resident Schools Median score of 5.47%. Socioeconomically Disadvantaged students scored 20.35% as having met or above standards at IBA2, while the Resident Schools Median score was 18.85%.
Chart 1.13: Math SBAC Subgroups Comparison of IBA2 and Resident Schools Median by At and Above Standard from CDE

Chart 1.14: IBA2 Subgroups Demographics by Program for Four Years from PowerSchool, Student Information System
Table 1.6: English Learner Reclassification Rate Comparison between IBA2, Resident Schools Median and LAUSD from CDE

<table>
<thead>
<tr>
<th>Year</th>
<th># of English Learners</th>
<th># of English Learners Reclassified</th>
<th>% IBA2 Reclassification Rate</th>
<th>% Resident Schools Median Reclassification Rate</th>
<th>% LAUSD Schools Reclassification Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-2017</td>
<td>17 in 15-16</td>
<td>5</td>
<td>29.4%</td>
<td>22%</td>
<td>16.8%</td>
</tr>
<tr>
<td>2015-2016</td>
<td>10 in 14-15</td>
<td>3</td>
<td>30%</td>
<td>14.4%</td>
<td>12.1%</td>
</tr>
<tr>
<td>2014-2015</td>
<td>5 in 13-14</td>
<td>7</td>
<td>140%</td>
<td>22.2%</td>
<td>16.6%</td>
</tr>
</tbody>
</table>

Chart 1.15: IBA2 2016-2017 CELDT Scores Data from CELDT School Report
**Enrollment**

While our enrollment decreased recently, we have taken measures to ensure growth moving forward. We have enhanced our marketing efforts by reaching out to community groups and schools with the intention of building relationships and sharing information regarding our program. We have also increased our outreach by employing a Development Director whose job it is to amplify our visibility in our community. Measures taken to increase enrollment include attending local schools’ Information Nights and presenting information about IBA2, bringing information about IBA2 to local community events such as Farmers’ Market and Harvest Festivals, networking with community based Girl Scout and Boy Scout Troops, and utilizing our families as Good Will Ambassadors. By growing our enrollment by 10% over the next 5 years, IBA2 plans on reaching the enrollment cap by 2022-2023. IBA2 will focus on growing the fifth grade and retaining students in grades 6-8. Grades 6 and 7 should reach their capacity by 2020. With the majority of the school existing in the area as K-6 schools, it became difficult to recruit students as 4th graders to enroll in their 5th grade year.
Table 1.7: 2017-2018 Enrollment from PowerSchool, Student Information System

<table>
<thead>
<tr>
<th>Grade</th>
<th>Students</th>
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<tbody>
<tr>
<td>5</td>
<td>16</td>
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<tr>
<td>6</td>
<td>54</td>
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<tr>
<td>7</td>
<td>38</td>
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<tr>
<td>8</td>
<td>38</td>
</tr>
<tr>
<td>Total</td>
<td>146</td>
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Table 1.8: Enrollment Projections

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<tr>
<td>5</td>
<td>20</td>
<td>22</td>
<td>30</td>
<td>45</td>
<td>60</td>
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<td>6</td>
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<tr>
<td>7</td>
<td>50</td>
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</tr>
<tr>
<td>8</td>
<td>40</td>
<td>45</td>
<td>50</td>
<td>55</td>
<td>60</td>
</tr>
<tr>
<td>Total</td>
<td>165</td>
<td>182</td>
<td>200</td>
<td>220</td>
<td>240</td>
</tr>
</tbody>
</table>

Goals & Philosophy

Mission
The mission of IBA2 is to develop life-long learners with a strong foundation in the core subjects, extensive computer skills, and the confidence to pursue their goals and aspirations. We determine to perpetuate an atmosphere for advanced learning by targeting problem areas and helping our students overcome individual obstacles.

Vision
IBA2’s vision is that a student must feel at ease in their surroundings before they can fully take advantage of their academic environment. As a result, we focus on three key concepts to facilitate the development of a superior educational program ensuring that all of our students experience success. With an emphasis on a safe and nurturing environment, advanced academics, and extensive training in technology, we enable our students to reach their full potential.

IBA2 understands that learning and growing is a constant process, and we are here to support each child in the exploration of their talents and abilities. Providing after school study programs and extracurricular activities geared toward individual interests and needs are part of instilling values of
self-worth, confidence, and an overall positive way of thinking. Our approach is encouraging, imaginative and reinforced through expert instruction and consistent communication to form a meaningful higher education.

An Educated Person in the 21st Century
IBA2 defines an educated person in the 21st century as an individual who possesses the following skills and qualities to be both college prepared and career ready:

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

We believe that these academic and technological skills and qualities are necessary for a person to thrive and flourish in the demanding global job market, and society, of today. We believe in fostering the development of these skills and qualities in an educational environment by upholding standards of academic excellence, involving students in democratic processes, and providing developmentally-appropriate learning experiences. Thus, IBA2 encourages the use of creative and critical thinking skills that will enable our students to find workable solutions to challenges facing them and our world outside the Charter School walls now and into the future.

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

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

Student and teachers at IBA2 use all forms of educational software programs including integrating learning systems, computer-assisted instruction, and computer-based instruction. Among the highlights of these programs are:

- SMART Interactive Whiteboards (all courses)
- Promethean Active Wall
- ALEKS (Math Lab)
- Google Forms
- CHROME BOOKS
- QUIA, Quizlet, Membean, Ticket to Read, Khan Academy, and Brain Pop

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

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

Ch 1 Les 1

States of Matter

5-PS1-3. Make observations and measurements to identify materials based on their properties.

What the kids’ laptops have

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

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

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

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

What is an example of matter?
- a) chinese food
- b) hawaiian flower
- c) dolphins
- d) all of the above

The system instantly displays student responses in a confidential manner that allows for further discussion or review.
It also provides a graph to easily and quickly highlight classwide understanding.

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

The acquisition of Chromebooks has allowed every classroom to become digital. IBA2 purchased multiple Chrome carts. Each Chrome cart is equipped with 30 Chromebooks providing a computer for each child in the class. This resource has allowed us to bring web based textbooks and instruction into the classroom. Each teacher has a website using the Google Classroom platform which allows students to submit work, find assignments, and even peer edit. It has also allowed teachers to bring web based learning into the classroom using Membean, Quia, Quizlet, Khan Academy and Brain Pop. Each of these platforms allow students to engage in another level of digital learning to increase retention and understanding.

Students at IBA2 also benefit from a period of technology driven mathematics - ALEKS - in addition to their regular math class. In this class, students benefit from interactive multimedia math lessons that will remediate or enhance the knowledge and skills they learn each day. These interactive lessons have been created to walk students through every mathematical concept included in the content standards by explaining concepts, vocabulary, and sample problems. Teachers and students are able to access any of these multimedia presentations at any time, including at home.

Technologically-enhanced education benefits students by:

1. **Student engagement**
   
   - Educators can use digital resources while maintaining dynamic interaction with the entire class
   - Interactive whiteboards allow computer-based learning without isolating students in front of individual computer screens
• Their large, visible workspace encourages a higher level of student interaction in both teacher-directed and group-based exchanges

2. Learner motivation

• Intrinsically motivated learners enjoy demonstrating their knowledge on the interactive whiteboard as a means of showcasing individual achievement

• Extrinsically motivated learners are enticed by the “wow factor” and are motivated by the enjoyment of using the technology

• Interactive whiteboards are dynamic and compete successfully with student’s favorite consumer technologies (e.g., games, cell phones, MP3 players), helping keep students focused and on task

3. Knowledge retention

• Interactive whiteboards help make lessons memorable because students are more engaged and motivated in class

• Different learning styles are accommodated by the technology, improving the chances of retention by all students

• Notes taken on the interactive whiteboard can be printed, e-mailed or saved, ensuring the entire class has access to accurate review material

4. Learning styles and special needs

• Visual learners benefit from note-taking, diagramming and manipulating objects or symbols on the large screen

• Kinesthetic and tactile learners can reinforce learning through exercises involving touch, movement and space on the interactive whiteboard

• Deaf and hearing-impaired students gain from the ability to both see visuals on the screen

• Visually impaired students with some vision ability can manipulate objects and text and participate in ways not possible on a small computer screen

• Special needs students with physical challenges or behavioral issues benefit from the interactive whiteboard. The large screen and touch-sensitive surface facilitate ICT learning beyond standard keyboard-and-mouse applications
5. Benefits to educators

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

Access to computers is also offered before and after school for intervention in the Morning Assistance and After school programs. Quarterly, a letter is sent to families of students with failing grades that indicates the availability of these resources in English and Spanish via U.S Mail. Parents are encouraged to sign and return a letter indicating that they are aware of these available interventions. Research on technological equity suggests that consistent access to technology after school is an essential component of closing the digital divide (Warschauer, UCACCORD Public Policy Series, 2004).

Research shows that when used properly, computers serve as an important tool in improving student achievement. (https://ed.stanford.edu/news/technology-can-close-achievement-gaps-and-improve-learning-outcomes)

How Learning Best Occurs

Significant research has been done in the field of brain-based research on how students learn best (Caine, R. & Caine, G., 1998, 2014). IBA2 is committed to creating a learning environment that embodies the twelve key principles of brain-based research. Specifically, we have determined that learning best occurs in an environment that:

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

IBA2 applies the following practices to foster the learning environment described above:

● student-centered curriculum with clearly articulated learning objectives that are aligned to Common Core State Standards - achieved through teacher training in Strategic Design for Student Achievement*

● student-centered approach to teaching that provides guidance and adequate time for students to self-reflect and self-assess

● integration of technology across the curriculum**

● after and before school intervention and enrichment programs

● collaborative investigations and demonstrations, coupled with authentic, standards-based assessments

● data driven instruction in an engaging, authentic context: mini-lessons that address specific skills which assessment has revealed to need support, within the context of larger projects

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

● a code of conduct for all members of the Charter School community (students, staff and parents) founded on a set of core values that promote individual and collective responsibility

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

**IBA2’s rigorous, standards-based curriculum will be delivered through technology-enhanced, active instruction in all subject areas. Instructional delivery is aided by SMART Boards, Promethean ActivWalls, Chrome Books for student use, different web based education platforms such as Google classroom, ALEKS, Achieve 3000, Ticket to Read, Quia, Quizlet, and many others provide students with visual and kinesthetic learning experiences that allow them to participate in their learning, not just be passive receptacles of knowledge. This access to technology is not readily available in surrounding schools. Research shows that when used properly, computers serve as an important tool in improving student achievement ([https://ed.stanford.edu/news/technology-can-close-achievement-gaps-and-improve-learning-outcomes](https://ed.stanford.edu/news/technology-can-close-achievement-gaps-and-improve-learning-outcomes)).

Local Control Funding Formula (LCFF) and Local Control and Accountability Plan (LCAP)

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Los Angeles County Superintendent of Schools and the Charter Schools Division (CSD) on or before July 1. In accordance with Education Code sections 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(b)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the local control and accountability plan and annual update to the local control and accountability plan.” (Ed. Code § 47606.5(e).)
Table 1.9: LCFF State Priorities for IBA2

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<thead>
<tr>
<th>LCFF STATE PRIORITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>GOAL #1</td>
</tr>
<tr>
<td>Provide a positive school environment, conducive to learning and respectful of others.</td>
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</table>

<table>
<thead>
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<th>Related State Priorities:</th>
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<tbody>
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<td>☒ 2 ☒ 5 ☐ 8</td>
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<tr>
<td>☒ 3 ☒ 6</td>
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<table>
<thead>
<tr>
<th>Local Priorities:</th>
</tr>
</thead>
<tbody>
<tr>
<td>☒: Improving School Climate</td>
</tr>
<tr>
<td>☒: Student Engagement</td>
</tr>
</tbody>
</table>

Specific Annual Actions to Achieve Goal

- Provide positive schoolwide behavior support.
- Maintain a teaching staff of highly qualified, fully credentialed, and appropriately assigned instructors.
- Maintain school facilities in good repair.
- Ensure sufficient standards aligned, instructional materials are available to students.
- Employ a full time Plant Manager/ Campus Supervisor who will be in charge of maintenance, inventory, and facility upkeep.
- Daily site checks and regular campus inspections annual SARC report (School Accountability Report Card) compliance with health department requirements as evidenced through reports.

Expected Annual Measurable Outcomes

Outcome #1: 100% of all students have access to standards-aligned instructional materials.

Outcome #2: 100% of teachers will be appropriately credentialed.

Metrics/Methods for Measuring:

Instructional material inventory
## Annual survey
### Credential Audit

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<tbody>
<tr>
<td>All Students (Schoolwide)</td>
<td>100%</td>
<td>maintain 100% compliance</td>
<td>maintain 100% compliance</td>
<td>maintain 100% compliance</td>
<td>maintain 100% compliance</td>
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<td>English Learners*</td>
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<td>maintain 100% compliance</td>
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<tr>
<td>Socioecon. Disadv./Low Income Students</td>
<td>100%</td>
<td>maintain 100% compliance</td>
<td>maintain 100% compliance</td>
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<tr>
<td>Foster Youth*</td>
<td>*</td>
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<td>*</td>
<td>*</td>
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<td>African American Students*</td>
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<tr>
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<tr>
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<tr>
<td>Pacific Islander</td>
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Outcome #3: Family participation will increase each year over the 2017-2018 determined baselines for All Students, English Learners, African American or Black students, Filipino students, Latino students, and White students, family participation will increase by 3% over baseline in 2018-2019, and then by an additional 2% each following year. For Students with Disabilities and Socioeconomically Disadvantaged Students, family participation will increase by 2% over baseline in 2018-2019, and then by an additional 2% each following year.

- There will be an increase in parents participating in Parent/Teacher conferences.
- There will be an increase in the number of parents that volunteer, whether it be in classrooms, by donating supplies, chaperoning field trips, assisting teachers with project preparation, attending ELAC meetings or School Site Council meetings, and/or Parent Organization meetings.

Outcome #4: In 2017-2018, a baseline for completed and returned Annual Family Surveys will be established. Completed and returned survey rates for All Students, English Learners, African American or Black students, Filipino students, Latino students, and White students, will increase by 3% in 2018-2019, and then each following year should see an additional 2% increase over the preceding year’s rate for Students with Disabilities and Socioeconomically Disadvantaged Students,
Completion and return of surveys will increase by 2% over baseline in 2018-2019, and then by an additional 2% each following year.

**Metrics/Methods for Measuring:**
Track and log returned surveys
Log sign-in sheets
Track RSVP forms

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<tbody>
<tr>
<td>All Students (Schoolwide)</td>
<td>2018 Scores will determine baseline</td>
<td>3% increase over baseline</td>
<td>5% increase over baseline</td>
<td>7% increase over baseline</td>
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<td>9% increase over baseline</td>
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<td>2% increase over baseline</td>
<td>4% increase over baseline</td>
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<td>8% increase over baseline</td>
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<td>Foster Youth*</td>
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<td>Latino Students</td>
<td>2018 Scores will determine baseline</td>
<td>3% increase over baseline</td>
<td>5% increase over baseline</td>
<td>7% increase over baseline</td>
<td>9% increase over baseline</td>
<td>11% increase over baseline</td>
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<td>Native Hawaiian/Pacific Islander Students*</td>
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<td>Students of Two or More Races*</td>
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<td>White Students</td>
<td>2018 Scores will determine baseline</td>
<td>3% increase over baseline</td>
<td>5% increase over baseline</td>
<td>7% increase over baseline</td>
<td>9% increase over baseline</td>
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<td>LCFF STATE PRIORITIES</td>
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<td>GOAL #2</td>
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<tr>
<td>Increase the number of students who show grade level proficiency.</td>
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<thead>
<tr>
<th>Local Priorities:</th>
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<tbody>
<tr>
<td>☒: Student Achievement</td>
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<tr>
<td>☒: Implementation of Academic Content and Standards</td>
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</table>

### Specific Annual Actions to Achieve Goal
- Classroom observations will take place at least once a year.
- Struggling students will have access to after-school assistance.
- Differentiated instruction will be observable in all classes.
- All curriculum will be CCSS aligned where appropriate.
- Designated Administrator will track student progress to ensure students are making academic gains toward standard mastery and put interventions in place for struggling students including AM Assistance, After-School Tutoring, Digital Learning Opportunities, Parent Meetings, or Academic Contracts.
- All teachers will participate in Professional Development on appropriate learning environments, test preparation, strategies and materials for high-stakes testing, accommodations, and supporting students in the classroom to meet grade level standards.
### Expected Annual Measurable Outcomes

**Outcome #1:** There will be an increase of at least 1.5% of students scoring at or above standard mastery in 2018-2019 ELA and Math SBAC Scores over 2017-2018 scores for All Students, English Learners, Socioeconomically Disadvantaged Students, Students with Disabilities, African American or Black students, Filipino students, Latino students, and White students. In 2019-2020, scores will increase by 2% over 2018-2019’s scores, in 2020-2021 by 3% over 2019-2020's scores, in 2021-2022 by 3.5% over 2020-2021’s scores, and in 2022-2023 by 4% over 2021-2022’s scores, which will result in a total of a 14% increase over 2017-2018 scores by 2022-2023 SBAC scores.

**Metrics/Methods for Measuring:**

**ELA and Math SBAC Scores**

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<tbody>
<tr>
<td>All Students (Schoolwide)</td>
<td>ELA 33.15%</td>
<td>1.5% increase over baseline</td>
<td>2% increase over previous year’s score</td>
<td>3% increase over previous year’s score</td>
<td>3.5% increase over previous year’s score</td>
<td>4% increase over previous year’s score</td>
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<td></td>
<td>Math 27.62%</td>
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<tr>
<td>English Learners*</td>
<td>ELA 0%</td>
<td>1.5% increase over baseline</td>
<td>2% increase over previous year’s score</td>
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<td>3.5% increase over previous year’s score</td>
<td>4% increase over previous year’s score</td>
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<td></td>
<td>Math 5.26%</td>
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<tr>
<td>Socioecon. Disadv./Low Income Students</td>
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<td>3.5% increase over previous year’s score</td>
<td>4% increase over previous year’s score</td>
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<td></td>
<td>Math 20.35%</td>
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<td>Foster Youth*</td>
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<tr>
<td>Students with Disabilities*</td>
<td>ELA 6.67%</td>
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<td>2% increase over previous year’s score</td>
<td>3% increase over previous year’s score</td>
<td>3.5% increase over previous year’s score</td>
<td>4% increase over previous year’s score</td>
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<tr>
<td>African American Students*</td>
<td>ELA 20.0%</td>
<td>1.5% increase over baseline</td>
<td>2% increase over previous year’s score</td>
<td>3% increase over previous year’s score</td>
<td>3.5% increase over previous year’s score</td>
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<td>Filipino Students*</td>
<td>ELA 53.85%</td>
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<td>4% increase over previous year’s score</td>
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<td>Latino Students</td>
<td>ELA 27.96%</td>
<td>1.5% increase over baseline</td>
<td>2% increase over previous year’s score</td>
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Outcome #2: NWEA assessment data will show a 3% increase for students scoring at or above standard mastery in Reading and Mathematics for All Students including English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, African American or Black students, Filipino students, Latino students and White students over 2017-2018 baseline scores in core subjects, and each subsequent year, scores will increase by at least 3% over the previous year’s scores.

Metric/Method for Measuring:

Reading and Mathematics NWEA Scores

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<td>3% increase over 2018-19</td>
<td>3% increase over 2019-20</td>
<td>3% increase over 2020-21</td>
<td>3% increase over 2021-22</td>
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<td>6 Rdg 204</td>
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<td>8 Math 231</td>
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<td>English Learners*</td>
<td>5 Rdg 173</td>
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<td>3% increase over 2018-19</td>
<td>3% increase over 2019-20</td>
<td>3% increase over 2020-21</td>
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<td>Foster Youth*</td>
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<tr>
<td>Students with Disabilities*</td>
<td>5 Rdg 188 6 Rdg 184 7 Rdg 191 8 Rdg 206 5 Math 206 6 Math 190 7 Math 209 8 Math 216</td>
<td>3% increase over 2017-18</td>
<td>3% increase over 2018-19</td>
<td>3% increase over 2019-20</td>
<td>3% increase over 2020-21</td>
<td>3% increase over 2021-22</td>
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<tr>
<td>African American Students*</td>
<td>5 Rdg 200 6 Rdg 213 7 Rdg 200 8 Rdg 222 5 Math 214 6 Math 223 7 Math 215 8 Math 234</td>
<td>3% increase over 2017-18</td>
<td>3% increase over 2018-19</td>
<td>3% increase over 2019-20</td>
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<td>American Indian/ Alaska Native Students*</td>
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<td>Asian Students*</td>
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<td>Filipino Students*</td>
<td>5 Rdg N/A 6 Rdg 198 7 Rdg 214 8 Rdg 223 5 Math N/A 6 Math 191 7 Math 203 8 Math 208</td>
<td>3% increase over 2017-18</td>
<td>3% increase over 2018-19</td>
<td>3% increase over 2019-20</td>
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<td>5 Rdg 184</td>
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<td>5 Math 191</td>
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<td>Latino Students</td>
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<td>Native Hawaiian/Pacific Islander Students*</td>
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<td>Students of Two or More Races*</td>
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<td>5 Rdg 212</td>
<td>6 Rdg 212</td>
<td>7 Rdg 210</td>
<td>8 Rdg 227</td>
<td>5 Math 209</td>
<td>6 Math 207</td>
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<td>LCFF STATE PRIORITIES</td>
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<td>GOAL #3</td>
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<tr>
<td>Increase number of EL reclassifications.</td>
<td>Related State Priorities:</td>
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Local Priorities:
☒: Student Achievement
☒: Appropriately Credentialed Teachers

Specific Annual Actions to Achieve Goal

- Offer after-school assistance to struggling EL students.
- Provide ELD curriculum to EL students.
- Professional development focusing on best EL practices for all teachers.
- Monitor all EL students for academic progress.
- All teachers of EL students will be appropriately certified in SDAIE and hold a CLAD or BCLAD.
- Designated Administrator will track EL student progress to ensure EL students are making academic gains toward standard mastery and put interventions in place for struggling EL students including AM Assistance, After-School Tutoring, Digital Learning Opportunities, Parent Meetings, or Academic Contracts.

Expected Annual Measurable Outcomes

Outcome #1: There will be a 5% increase annually in the number of EL students who reclassify.

Metric/Method for Measuring:
- PowerSchool
- ELPAC Results
## CALPADS Report

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<tbody>
<tr>
<td>Schoolwide</td>
<td>29.4%</td>
<td>5% increase over baseline</td>
<td>5% increase over prior year</td>
<td>5% increase over prior year</td>
<td>5% increase over prior year</td>
<td>5% increase over prior year</td>
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<tr>
<td>English Learners*</td>
<td>29.4%</td>
<td>5% increase over baseline</td>
<td>5% increase over prior year</td>
<td>5% increase over prior year</td>
<td>5% increase over prior year</td>
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<tr>
<td>Decrease the number of students absent more than 10 days.</td>
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<td><strong>Related State Priorities:</strong></td>
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<td><strong>Local Priorities:</strong></td>
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<td>☒: Student Engagement</td>
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<td>☒: Parent Involvement</td>
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<table>
<thead>
<tr>
<th>Specific Annual Actions to Achieve Goal</th>
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<tbody>
<tr>
<td>● Create incentive program to reward perfect attendance and significantly reduced absenteeism.</td>
</tr>
<tr>
<td>● Meet with chronically absent or truant students and parents.</td>
</tr>
<tr>
<td>● Educate parents on the correlation between attendance rates and academic achievement.</td>
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</table>

<table>
<thead>
<tr>
<th>Expected Annual Measurable Outcomes</th>
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</thead>
<tbody>
<tr>
<td><strong>Outcome #1:</strong> The number of All Students, including English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, African American or Black students, Filipino students, Latino students and White students, who are absent 10 days or more will decrease by 3% over the prior year.</td>
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**Metrics/Methods for Measuring:**
- PowerSchool
- Monthly Attendance reports

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<td>3% decrease over baseline</td>
<td>3% decrease over prior year</td>
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<td>Schoolwide</td>
<td>33.9%</td>
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<td>English Learners*</td>
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<td>Foster Youth*</td>
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<td>Students with Disabilities*</td>
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<td>Baseline</td>
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<tr>
<td>African American Students*</td>
<td>2017-18 will</td>
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<td>Determine</td>
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<td>Baseline</td>
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<tr>
<td>American Indian/ Alaska Native Students*</td>
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<tr>
<td>Asian Students*</td>
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<tr>
<td>Filipino Students*</td>
<td>2017-18 will</td>
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<td>Determine</td>
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<tr>
<td></td>
<td>Baseline</td>
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</tr>
</tbody>
</table>
**Latino Students** | 2017-18 will Determine Baseline | 3% decrease over baseline | 3% decrease over prior year | 3% decrease over prior year | 3% decrease over prior year | 3% decrease over prior year
---|---|---|---|---|---|---
Native Hawaiian/ Pacific Islander students* | * | * | * | * | * | *

**Students of 2 or more races** | * | * | * | * | * | *

**White Students** | 2017-18 will Determine Baseline | 3% decrease over baseline | 3% decrease over prior year | 3% decrease over prior year | 3% decrease over prior year | 3% decrease over prior year
---|---|---|---|---|---|---

*Subgroups not numerically significant at this time. IBA2 believes that the following subgroups, African-American or Black, Filipino, Students with Disabilities, and English Learners, will be numerically significant during the term of the Charter; therefore, these subgroups are included in the LCFF table.

IBA2 believes that the goals highlighted above will help us to develop self-motivated, competent, lifelong learners by providing students with the tools necessary to achieve success in higher education. In addition, the Charter School goals will support teachers by providing them with training and data to drive instruction. While at the same time, giving parents access to their child’s education and making them partners in their child’s development and success.

Several aspects of our program are designed to expose students to the benefits of learning in order to instill internal motivation. The use of activities and organizations to promote intrinsic value include:

- The Ambassadors assist newly enrolled students with orienting themselves at the school. They also disseminate school information and announcements to the rest of the student body during Homeroom on Thursdays. They volunteer for help before and after school and during certain snack and lunch periods as hall monitors. Ambassadors help plan and implement extra-curricular school events as well that are open to all students.

- The Scholars program consists of 8th grade students that volunteer their time Tuesday and Thursdays to help students that may feel overwhelmed by their school work or are simply
seeking extra academic assistance. During this time, scholars can engage in a number of activities. They can peer-edit an essay, help study for an upcoming exam, review specific math strategies, or give advice for organization.

- The Vine is the digital school newspaper, where students from multiple grades are able to write articles about peers, teacher, and the campus. They work during lunch and present their work to the classes during homerooms at least once per quarter.

IBA2 has also created systems that reward other indicators of success such as Student of the Month and the Ambassadors. Finally, our emphasis on student self-reflection and self-assessment coupled with our culture that encourages students and families to continually login to PowerSchool to see teacher's assessment data, their current grades and any missing assignments, reinforces a positive approach to pursuing growth that empowers students and fosters self-motivation as they continually strive to improve.

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

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

**Instructional Design**

IBA2’s instructional design supports curriculum based on state standards, including Next Generation of Science Standards and ELD standards and uses Strategic Design for Student Achievement (SDSA) as a model for standards based instruction. This model draws upon the research-based Backward Design process (Wiggins and McTighe) for designing standards-based instruction. SDSA guides teachers through a four-step process for:

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

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

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

Marzano (2003) indicates that these strategies have proven to be successful in closing the achievement gap between higher and lower socioeconomically disadvantaged students as well as our target population. These strategies are also reflective of the work conducted by Ron Edmonds in determining effective schools. The four stages, as implemented at IBA2, are as follows:

Stage 1: Unpacking and Prioritizing State Content Standards
Teachers and administrators will apply specific tools necessary to “unpack” and prioritize content standards. This is a necessary prerequisite step to effectively designing assessments that are aligned to standards. Specifically, teachers will:

- Understand the three steps of the backward design process
  - identifying desired results,
  - designing and aligning assessments to those results,
  - differentiating instruction to meet the needs of all learners

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

Teachers in each of the content areas, including Physical Education and Art will use Common Core State Standards as part of this process.
Stage 2: Aligning Assessments (formative and summative) to content standards

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

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

Teachers will design innovative instructional strategies by:

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

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

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

Stage 4: Analysis of Achievement Outcomes to Determine Effectiveness
Teachers will analyze achievement outcomes by:

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

As a result of implementing and using this process, educational objectives become the criteria by which materials are selected, content is outlined, instructional procedures are developed, and tests and examinations are prepared. Teachers use the process on a continual basis to evaluate the effectiveness of materials and instructional strategies used in their classrooms. Thus, the process serves as the vehicle for ongoing conversations among and between grade levels and departments at IBA2. Specifically, all teachers are charged with the responsibility of meeting weekly, as a staff, to engage in lesson study and the examination of student work in order to critically examine lessons to determine their effectiveness.

The Strategic Design process enables teachers to design and deliver comprehensive, standards-based lessons, in which multiple standards from across the content areas are effectively addressed and assessed.
Below is an example of a lesson plan that the teachers submit to administration and implement in the classroom to illustrate how the Standards are explicitly taught and how the lesson progresses to assure student mastery of the standards.

Table 1.10: Sample Lesson Development

<table>
<thead>
<tr>
<th>Agenda</th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard</strong></td>
<td>5-PS1-1. Develop a model to describe that matter is made of particles too small to be seen.</td>
<td>5-PS1-1. Develop a model to describe that matter is made of particles too small to be seen.</td>
<td>5-PS1-1. Develop a model to describe that matter is made of particles too small to be seen.</td>
<td>5-PS1-1. Develop a model to describe that matter is made of particles too small to be seen.</td>
<td>5-PS1-1. Develop a model to describe that matter is made of particles too small to be seen.</td>
</tr>
<tr>
<td><strong>Objective</strong></td>
<td>Students will learn what matter is and be able to point out real live examples.</td>
<td>Students will know how mass varies between all types of matter.</td>
<td>Students will master their knowledge on how we can measure and compare different objects of matter.</td>
<td>Students will take what they know about mass, volume, and density and relate it to buoyancy.</td>
<td>Students will be able to perform the math that relates to volume, density, and mass.</td>
</tr>
<tr>
<td><strong>Anticipatory Set</strong></td>
<td>Intro video to engage students in what we will be talking about.</td>
<td>Page 6 of student handbook. Gets them thinking about different variables of matter (mass).</td>
<td>Look at pictures from yesterday’s lab.</td>
<td>Watch matter video</td>
<td>How does mass, volume, and density relate?</td>
</tr>
</tbody>
</table>
| **Teacher Presentation** | 1.1 Smartboard presentation  
-what is matter  
-matter properties  
-volume, mass, buoyancy | 1.1 Inquiry labs where teacher models what needs to be done and then students perform in individual stations | 1.1 Teacher will facilitate as students finish lab from yesterday. Once they are finished she will then assess their skills by asking them about different classroom objects slides 4-7 | 1.1 Teacher will review what they have talked about so far and then perform a demo on buoyancy. Slides 9-16 | 1.1 Model on how students can solve for one of the measurements if they have 2 of them. |
### Agenda

<table>
<thead>
<tr>
<th><strong>Guided Practice</strong></th>
<th><strong>Day 1</strong></th>
<th><strong>Day 2</strong></th>
<th><strong>Day 3</strong></th>
<th><strong>Day 4</strong></th>
<th><strong>Day 5</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be actively taking notes and taking polls as the notes progress</td>
<td>Students will be weighing and finding the mass and volume with a beaker</td>
<td>Students will work collaboratively on finishing lab.</td>
<td>Students will take notes and work collaboratively answering questions</td>
<td>Students will take notes and work collaboratively answering questions</td>
<td></td>
</tr>
<tr>
<td>Constant check for understanding and pair sharing.</td>
<td>Then help teacher as a class to measure other objects in class.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Homework</strong></th>
<th><strong>Day 1</strong></th>
<th><strong>Day 2</strong></th>
<th><strong>Day 3</strong></th>
<th><strong>Day 4</strong></th>
<th><strong>Day 5</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>SH page 4</td>
<td>Finish filling out page 6 and 7</td>
<td>Review vocab</td>
<td>Review vocab</td>
<td>worksheet</td>
<td></td>
</tr>
</tbody>
</table>

### Data Driven Instruction

IBA2 capitalizes on the use of technology to implement data driven instruction fueled by ongoing reflection by all stakeholders (faculty, administration, students and parents) on student achievement information. The pervasive use of PowerSchool - a Student Information System readily accessible by students, parents and faculty - coupled with Membean ensures an abundance of recent student assessment (both formative and summative) data is always available. The ease at which Membean uploads student mini-quiz (non-graded and graded alike) data into PowerSchool and our ongoing professional development focus on data driven instruction allow teachers to identify learning gaps and adjust their pedagogy and resources accordingly.

Countless research studies nationwide attest to the efficacy of data driven instruction, when data is triangulated, recent and regular. IBA2's infrastructure of almost daily updates of student achievement data result in the Charter School being able to implement the most effective form of data driven instruction. Through the use of technology, IBA2 has student portfolios on PowerSchool that include standardized tests, teacher-created assessments, and teacher comments. Through the use of Google Classroom, Membean and Writer’s Key, teachers also are able to enhance individual student data with historical work samples over time that show growth and progress, rubrics evaluating projects and presentations, textbook assessments, and feedback from peers and teachers.

IBA2 uses all forms of assessment data to identify trends and track individual, class, and schoolwide academic progress. The Charter School uses PowerSchool to create a variety of reports on student achievement and missing assignments. These reports are used by teachers and other staff to collectively analyze student performance. We conduct a multi-year study of student performance by

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sub-group and grade level. Annually as an end of the year review, the Charter School staff and its governing board examine the findings and plan to make appropriate adjustments to ensure the success of all students in the Charter School.

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

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

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

Project Based Learning

IBA2 believes students learn best when they are actively involved in the learning process. Project-based learning has demonstrated positive results in countless research studies for engaging students and developing both academic and social skills necessary for success in school and life beyond school. In this framework, students are involved in planning, problem-solving, decision-making, and investigation; they work relatively autonomously as well as cooperatively over extended periods of time; they reflect on their work, self-assess against rubrics, receive feedback and incorporate the feedback; they are guided by teachers’ facilitation, not direction, to develop skills; their final product represents the skills and knowledge they gained, which fulfill explicit educational goals (Jones,
Rasmussen, & Moffitt, 1997; Thomas, Mergendoller, & Michaelson, 1999; Moursund, 1999; Diehl, Grobe, Lopez, & Cabral, 1999). The effectiveness of this approach has “led to recommendations for shifting the major portion of instruction in schools from teacher-directed, teacher-assigned ‘schoolwork’ with its emphasis on comprehension, to student-initiated, goal-driven, independent, ‘intentional learning’ models with an emphasis on knowledge building (Bereiter & Scardamalia, 1987; Scardamalia & Bereiter, 1991; quoting Thomas, 2000).

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

In accordance with our educational philosophy, all four of these methodologies are supported by current brain-based research (Caine & Caine, 1998; Kotulak, 1996; Kuhl, 1994). Furthermore, they are relevant to our target population in that we have a diversity of students. Therefore, IBA2 must provide teaching methodologies that will reach all students on the achievement continuum.

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

Teachers use Project-based learning to integrate core subject content. Teachers collaboratively plan Project-based learning activities for the students in Friday Professional Development sessions. Rubrics are collaboratively created to address each subject identified in the project.
Curriculum and Instruction
In designing the curriculum, IBA2 educators utilize the ‘backward design’ approach. The ends will be the learning goals enumerated in the Common Core State Standards as well as Charter School-designed outcomes derived from our definition of an educated person. Teachers are given time and training to create courses utilizing the SDSA ‘backward design’ approach throughout the year and in depth over the summer.

IBA2 is committed to making technology available to our students and teachers. All students have a 1:1 Chromebook ratio in all core classes. All core classrooms are equipped with Interactive Promethean boards called ActivWalls. Classes also utilize SmartBoards for interactive content delivery. Each class also utilizes Google Classroom. Along with the Computer classroom, IBA2 has provided a bank of 30 Chrome carts to each classroom for daily student use. In addition, IBA2 has partnered with McGraw Hill and Holt to bring state standard aligned digital textbooks into our core classes at all grade levels. IBA2 teachers also use a variety of web based and printed supplemental materials to engage students.

IBA2 currently uses the following:

Table 1.11: Curriculum Table

<table>
<thead>
<tr>
<th>Subject</th>
<th>Publisher</th>
<th>Digital Textbooks Year</th>
<th>Supplemental Materials (printed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA</td>
<td>Wonders</td>
<td>Grade 5</td>
<td>Membean</td>
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<tr>
<td></td>
<td>StudySync Grades 6-8</td>
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<td>Ticket to Read</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Novels</td>
</tr>
<tr>
<td>Math 5</td>
<td>McGraw-Hill Glencoe</td>
<td>My Math, California</td>
<td>ALEKS</td>
</tr>
<tr>
<td>Math 6</td>
<td>McGraw-Hill Glencoe</td>
<td>Math, Course 1,</td>
<td>ALEKS</td>
</tr>
<tr>
<td></td>
<td>Student Edition 2015</td>
<td>California eStudent</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Edition 2015</td>
<td></td>
</tr>
<tr>
<td>Subject</td>
<td>Publisher</td>
<td>Digital Textbooks Year</td>
<td>Supplemental Materials (printed)</td>
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<tr>
<td>--------------------</td>
<td>-----------</td>
<td>---------------------------------------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>Math 8</td>
<td>McGraw-Hill Glencoe Algebra 1, California eStudent Edition 2017</td>
<td>ALEKS</td>
<td></td>
</tr>
<tr>
<td>Social Studies 5</td>
<td>Houghton Mifflin Harcourt</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Studies 6</td>
<td>Houghton Mifflin Harcourt</td>
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<tr>
<td>Social Studies 7</td>
<td>Houghton Mifflin Harcourt</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Studies 8</td>
<td>Houghton Mifflin Harcourt</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science 5</td>
<td>McGraw-Hill Inspire Science Grade 5</td>
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</tbody>
</table>
### IBA2 teaching staff will evaluate all curricula on an ongoing basis to determine if other standards-based curriculum, instructional materials, and activities would result in better educational outcomes for IBA2’s unique student population. All materials that will be considered primary resources must be able to be aligned to state standards, ELD standards, and Next Generation Science Standards. They must also be compatible with the Charter School’s emphasis on:

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

### LANGUAGE ARTS (Core)
The English Language Arts curriculum for all grade levels at IBA2 is aligned to the Common Core State Standards and aims to cultivate literacy through a cohesive, comprehensive, and progressive learning sequence. The new California ELA – ELD Frameworks are used by our faculty to design standards based lessons in ELA and even across subjects. The curriculum balances oral and written
language and encompasses all ELA foundations including reading, writing, speaking, and listening. Students at IBA2 learn to read critically, analyze text thoughtfully, write clearly and purposefully, as well as use academically relevant listening and speaking skills in a wide variety of contexts.

Connected to these purposes is the interdisciplinary expectation that the development of each student’s literacy skills is a shared responsibility. Every teacher at IBA2 works collaboratively to develop the reading, writing, speaking, and listening skills of all students. IBA2’s curriculum philosophy supports the intent and purpose of the California Common Core State Standards for ELA/ Literacy and the State Board of Education’s belief that “all of California’s students will develop the readiness for college, careers, and civic life by the time they graduate from high school.” Our ELA program also focuses on assisting students to attain the ‘capacities of literate individuals’ as outlined by the National Governors Association (NGA) Center for Best Practices and the Council of Chief State School Officers (CCSSO) which state that they will:

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

ELA curriculum, as with all courses at IBA2, is delivered in fully inclusive classrooms in which learners of all abilities participate. Appropriate differentiation is provided for students at all learning levels, this includes support services offered outside of the classroom.

ENGLISH LANGUAGE DEVELOPMENT (ELD) (Core)
In hiring teachers, IBA2 seeks those who are trained to provide sheltered instruction using SDAIE techniques. Teachers also pair ELLs with students who can effectively translate. In addition, many activities are hands-on rather than text-based, diminishing reliance on reading and listening as the only learning modalities.

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

- Total Physical Response (TPR). Developed by James J. Asher in the 1960s, TPR is a language-learning tool based on the relationship between language and its physical representation or execution. TPR emphasizes the use of physical activity to increase meaningful learning opportunities and language retention. A TPR lesson involves a detailed series of consecutive actions accompanied by a series of commands or instructions given by the teacher. Students respond by listening and performing
the appropriate actions (Asher, 2000a). Asher emphasizes that TPR can be the major focus of a language program or an extremely effective supplement.

- **Cooperative Learning.** Robert E. Slavin (1995) has shown cooperative learning can be effective for students at all academic levels and learning styles. Other research indicates that cooperative learning can be an "effective vehicle for learning content and learning in a second language" (Calderon, 2001; Cohen, Lotan, Scarloss, & Arellano, 1999; McGroarty, 1989, as cited in Calderon, 2001, p. 280). Cooperative learning involves student participation in small-group learning activities that promote positive interactions. As Cochran (1989) notes, "Cooperative learning makes sense for teachers who have Limited English Proficient pupils in their classes because all students are given frequent opportunities to speak and because a spirit of cooperation and friendship is fostered among classmates." Through a shared learning activity, students benefit from observing learning strategies used by their peers. ELL students can benefit from face-to-face verbal interactions, which promote communication that is natural and meaningful (Johnson, Johnson & Holubec, 1994; Kagan, 1994). Calderon suggests that "cooperative learning is effective when students have an interesting well-structured task such as a set of discussion questions around a story they just read, producing a cognitive map of the story, or inventing a puppet show to highlight character traits" (2001, p. 280).

- **Language Experience Approach (also known as Dictated Stories).** This approach uses students’ words to create a text that becomes material for a reading lesson (Carrasquillo & Rodriguez, 2002). Students describe orally a personal experience to a teacher or peer. The teacher or another student writes down the story, using the student’s words verbatim. The teacher/student then reads the story back as it was written, while the student follows along. Then the student reads the story aloud or silently. Other follow-up activities can be done with this approach. In this way, students learn how their language is encoded as they watch it written down, building sight word knowledge and fluency as they use their own familiar language. This approach allows students to bring their personal experiences into the classroom—especially important for culturally diverse students (Peterson, Caverly, Nicholson, O’Neal, & Cusenbary, 2000).

- **Dialogue Journals (Also known as Interactive Journals).** This approach is a way for teachers to engage students in writing. Students write in a journal, and the teacher writes back regularly, responding to questions, asking questions, making comments, or introducing new topics. Here the teacher does not evaluate what is written, but models correct language and provides a nontoxic opportunity for ELL students to communicate in writing with someone proficient in English, and to receive some feedback (Peyton, 2000; Reid, 1997). Reid’s literature review and her action research project show dialogue journaling with a teacher to be beneficial in improving spelling and fluency.

- **Academic Language Scaffolding.** The term "scaffolding" is used to describe the step-by-step process of building students’ ability to complete tasks on their own (Gibbons, 2002). Academic language scaffolding draws on Cummins’s research into Cognitive Academic Language Proficiency (Chamot & O’Malley, 1994; Cummins, 1981). Scaffolding actually consists of several linked
strategies, including modeling academic language; contextualizing academic language using visuals, gestures, and demonstrations; and using hands-on learning activities that involve academic language. These strategies are a central part of sheltered instruction methods, but can be used in any classroom context. (See Gibbons [2002] for specific scaffolding strategies.)

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

**Mathematics Placement**

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

**MATHEMATICS (Core)**

Math courses at IBA2 are considered core, college preparatory courses and focus on the deep understanding of numerical concepts, mathematical principles, mathematical applications, and using mathematics to solve a range of problems. Our program and instructional methodologies are directly aligned with the CCSS. Throughout the progression of math courses, our students acquire the necessary knowledge and skills to prepare them for higher levels of math in high school and college. The Math curriculum at IBA2 draws on six major mathematical content strands: number sense, algebra, geometry, measurement, data analysis, probability, and mathematical reasoning. IBA2 stresses strong foundational conceptual understanding, a high degree of procedural skill and fluency, and the ability to apply the mathematics they know to solve problems in the classroom as well as in the real world. Teachers use the following approaches for Math instruction:

- Teachers guide students through lessons from concrete to abstract. They begin by teaching new concepts with a real-world example and then moving on to review the lesson using only numbers and symbols. This approach enables each child, including students that have different learning styles or special needs, to learn, and fully understand, the concept being taught.

- Students are asked to think about math in their everyday life, rather than simply memorize the steps to solve a problem. Thereby teaching students that there are often different ways to solve a problem. Students are encouraged to share their ideas with their class. Students
and teachers work through examples and complete math exercises to develop or reinforce a concept or procedure. Students work independently, or within small groups, to solve problems followed by a debrief session to clarify, expand, or strengthen their math knowledge.

- Concepts are covered throughout the grades with increased difficulty. This enables the upper grades to have a clearer, deeper understanding of all concepts taught. This is further reinforced with the Math Lab class, to ensure success in higher level Math classes in high school and college.

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

All instruction at IBA2 is delivered in fully inclusive classrooms in which learners of all abilities participate together. Appropriate differentiation is provided for students at all learning levels, this includes support services offered outside of the classroom.

SOCIAL STUDIES (Core)
IBA2’s social studies courses are considered core, college preparatory courses and are aligned to the California state standards and reference the Common Core State Standards for ELA and Math. Students gain an understanding of human history as well as how our society, and the world, work. The curriculum supports acquisition of core knowledge of the world’s eras and civilizations, but also develops the critical thinking skills that historians use to distinguish the important from the unimportant, to recognize vital connections between the present and the past, and to appreciate universal, historical themes and dilemmas. Broad social studies themes and content cover topics of family life, cultures, community, the environment, the study of California, geography, economics, U.S. and world history with connections to ELA, Math, Science and the Arts. Learning activities engage students in an inclusive classroom setting and include projects, reading, documentary viewing, research, interactive plays and opportunities to develop listening, speaking, and writing skills through presentations, skits, newspaper writing and other creative outlets to share what they have learned and practice new topics being taught.

SCIENCE (Core)
All of IBA2’s science classes are considered core, college preparatory courses, and are aligned to the Next Generation Science Standards (NGSS). The Science curriculum develops student exploration of recurring concepts and connections made within the subjects of Life Science, Earth Science, and Physical Science. The curriculum uses the scientific process of inquiry and emphasizes the process of formulating and answering questions about the physical world around them and encourages students to explore appreciate the natural world they live in. Students develop the skills of hypothesis forming, identification, classification, experimentation, evaluation, documentation, and presentation. They create and lead meaningful scientific experiments that allow them to make real life connections and applications. Students engage in scientific learning as they hone the skills of observation, questioning, hypotheses development, experimentation, data collection and analysis. Students work individually or in groups.
in small groups to complete labs, investigate, study scientific phenomena and share the results with their peers. This type of learning reinforces the importance of long term research, collaboration, and analysis of multiple outcomes. The scientific themes of observation, questioning, making predictions based on evidence, conducting investigations, measurement, comparison, and classification are integrated with other subjects like math, computers and ELA to strengthen their mastery of other content and learning.

PHYSICAL EDUCATION and HEALTH (Non-core)
The Physical Education curriculum is considered non-core and non-college preparatory; rather, it focuses on developing physical, social and emotional health among our students, at all grade levels, in full inclusion classrooms. The IBA2 P.E. program focuses on movement, skills development, and team work through the study of different sports, initiatives, and other physical forms of movement like dance, stretching, and yoga. In addition, health topics such as healthy eating, personal health and physical changes are reviewed to help students develop a positive self-image, confidence, and promote positive social development that is inclusive, tolerant and respectful of others.

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

COMPUTERS (Non-core)
All students are enrolled in two daily technology courses that are non-core and non-college preparatory, Computers and Math Lab. The goals of the Computers course are to provide students with skills related to using technology as a tool and with habits of mind and behavioral norms for ethically and appropriately using technology. This begins with basic keyboarding skills development in 5th grade and builds to coding and building a robot in 8th grade. An additional goal is to prepare students for the work place and higher-level learning by giving them access to the Microsoft Office suite- using Word, Excel, Power Point, and Publisher to create cross curricular projects, book reports, and videos.

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

At IBA2 we believe that our focus on the use of technology in the core classrooms, as well as the elective classrooms, not only enhances the learning of our students, but makes them confident in their use. By providing our students with daily opportunities to use technology to read, type, and test on Computers we believe that they feel more comfortable with their ability to take annual state mandated computer based assessments. Furthermore, we believe this extra experience will correlate to improved test scores over time as our students are able to focus on the content of the tests and not the technological aspect of the new, computer adaptive tests.
Table 1.2: Classes Offered at IBA2, Monday-Thursday

### Ivy Bound Academy Northridge (2017-2018 Monday-Thursday Master Schedule)

<table>
<thead>
<tr>
<th>Period</th>
<th>Class</th>
<th>Time</th>
<th>5A</th>
<th>6A</th>
<th>6B</th>
<th>7A</th>
<th>7B</th>
<th>8A</th>
<th>8B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework Assistance</td>
<td>45 min</td>
<td>7:00 - 7:45</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Morning Assistance</td>
<td></td>
<td></td>
<td><strong>5A</strong></td>
<td>6A</td>
<td>6B</td>
<td>7A</td>
<td>7B</td>
<td>8A</td>
<td>8B</td>
</tr>
<tr>
<td>1st</td>
<td>45 min</td>
<td>8:00 - 8:45</td>
<td>History</td>
<td>ALEKS</td>
<td>P.E</td>
<td>Science</td>
<td>Art</td>
<td>Math</td>
<td>English</td>
</tr>
<tr>
<td>2nd</td>
<td>45 min</td>
<td>8:48 - 9:33</td>
<td>ALEKS</td>
<td>P.E</td>
<td>Computers</td>
<td>Art</td>
<td>Science</td>
<td>English</td>
<td>Math</td>
</tr>
<tr>
<td>Homeroom</td>
<td>15 min</td>
<td>9:36 - 9:51</td>
<td>Art</td>
<td>History</td>
<td>Science</td>
<td>Computers</td>
<td>English</td>
<td>P.E</td>
<td>ALEKS</td>
</tr>
<tr>
<td>Snack</td>
<td>15 min</td>
<td>9:52 - 10:07</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3rd</td>
<td>45 min</td>
<td>10:10 - 10:55</td>
<td>Art</td>
<td>History</td>
<td>Science</td>
<td>Computers</td>
<td>English</td>
<td>P.E</td>
<td>ALEKS</td>
</tr>
<tr>
<td>5th</td>
<td>45 min</td>
<td>11:46 - 12:31</td>
<td>Science</td>
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<td>English</td>
<td>Math</td>
<td>ALEKS</td>
<td>Computers</td>
<td>History</td>
</tr>
<tr>
<td>LUNCH</td>
<td>35 min</td>
<td>12:31 - 1:06</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6th</td>
<td>45 min</td>
<td>1:10 - 1:55</td>
<td>P.E</td>
<td>English</td>
<td>Art</td>
<td>ALEKS</td>
<td>Math</td>
<td>History</td>
<td>Computers</td>
</tr>
<tr>
<td>8th</td>
<td>45 min</td>
<td>2:46 - 3:31</td>
<td>Computers</td>
<td>Math</td>
<td>ALEKS</td>
<td>History</td>
<td>P.E</td>
<td>Art</td>
<td>Science</td>
</tr>
<tr>
<td>After School Enrichment</td>
<td>75 min</td>
<td>3:45 - 5:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### After School Clubs and Activities
Table 1.13: Classes Offered at IBA2, Friday

<table>
<thead>
<tr>
<th>Period</th>
<th>Class Length</th>
<th>Time</th>
<th>5A</th>
<th>6A</th>
<th>6B</th>
<th>7A</th>
<th>7B</th>
<th>8A</th>
<th>8B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework Assistance</td>
<td>45 min</td>
<td>7:00 - 7:45</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1st</td>
<td>30 min</td>
<td>8:00-8:30</td>
<td>History</td>
<td>ALEKS</td>
<td>P.E</td>
<td>Science</td>
<td>Art</td>
<td>Math</td>
<td>English</td>
</tr>
<tr>
<td>2nd</td>
<td>30 min</td>
<td>8:33-9:03</td>
<td>ALEKS</td>
<td>P.E</td>
<td>Computers</td>
<td>Art</td>
<td>Science</td>
<td>English</td>
<td>Math</td>
</tr>
<tr>
<td>Homeroom</td>
<td>10 min</td>
<td>9:06-9:16</td>
<td>Art</td>
<td>History</td>
<td>Science</td>
<td>Computers</td>
<td>English</td>
<td>P.E</td>
<td>ALEKS</td>
</tr>
<tr>
<td>Snack</td>
<td>15 min</td>
<td>9:17-9:32</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3rd</td>
<td>30 min</td>
<td>9:35-10:05</td>
<td>Art</td>
<td>History</td>
<td>Science</td>
<td>Computers</td>
<td>English</td>
<td>P.E</td>
<td>ALEKS</td>
</tr>
<tr>
<td>4th</td>
<td>30 min</td>
<td>10:08-10:38</td>
<td>Math</td>
<td>Science</td>
<td>History</td>
<td>English</td>
<td>Computers</td>
<td>ALEKS</td>
<td>P.E</td>
</tr>
<tr>
<td>5th</td>
<td>30 min</td>
<td>10:41-11:11</td>
<td>Science</td>
<td>Art</td>
<td>English</td>
<td>Math</td>
<td>ALEKS</td>
<td>Computers</td>
<td>History</td>
</tr>
<tr>
<td>Snack</td>
<td>10 min</td>
<td>11:11-11:21</td>
<td>P.E</td>
<td>English</td>
<td>Art</td>
<td>ALEKS</td>
<td>Math</td>
<td>History</td>
<td>Computers</td>
</tr>
<tr>
<td>6th</td>
<td>30 min</td>
<td>11:24-11:54</td>
<td>English</td>
<td>Computers</td>
<td>Math</td>
<td>P.E</td>
<td>History</td>
<td>Science</td>
<td>Art</td>
</tr>
<tr>
<td>7th</td>
<td>30 min</td>
<td>11:57-12:27</td>
<td>Computers</td>
<td>Math</td>
<td>ALEKS</td>
<td>History</td>
<td>P.E</td>
<td>Art</td>
<td>Science</td>
</tr>
<tr>
<td>8th</td>
<td>30 min</td>
<td>12:30-1:00</td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>

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

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

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

Academic Calendar and Schedules
Charter School shall offer, at a minimum, the number of minutes of instruction set forth in Education Code section 47612.5, and the number of school days required by California Code of Regulations, title 5, section 11960.
### Table 1.14: Annual 2018-2019 Calendar

<table>
<thead>
<tr>
<th>Ivy Bound Academy 2018</th>
<th>Ivy Bound Academy 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>January</td>
<td></td>
</tr>
<tr>
<td>S M T W T F S</td>
<td>S M T W T F S</td>
</tr>
<tr>
<td>1 2 3 4 5 6 7</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>7 8 9 10 11 12 13</td>
<td>7 8 9 10 11 12 13</td>
</tr>
<tr>
<td>14 15 16 17 18 19 20</td>
<td>14 15 16 17 18 19 20</td>
</tr>
<tr>
<td>28 29 30 31</td>
<td>28 29 30 31</td>
</tr>
<tr>
<td>April</td>
<td></td>
</tr>
<tr>
<td>S M T W T F S</td>
<td>S M T W T F S</td>
</tr>
<tr>
<td>1 2 3 4 5 6 7</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
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<tr>
<td>15 16 17 18 19 20 21</td>
<td>15 16 17 18 19 20 21</td>
</tr>
<tr>
<td>29 30</td>
<td>29 30</td>
</tr>
<tr>
<td>May</td>
<td></td>
</tr>
<tr>
<td>S M T W T F S</td>
<td>S M T W T F S</td>
</tr>
<tr>
<td>1 2 3 4 5 6 7</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
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<td>15 16 17 18 19 20 21</td>
<td>15 16 17 18 19 20 21</td>
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<tr>
<td>29 30</td>
<td>29 30</td>
</tr>
<tr>
<td>June</td>
<td></td>
</tr>
<tr>
<td>S M T W T F S</td>
<td>S M T W T F S</td>
</tr>
<tr>
<td>1 2 3 4 5 6 7</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>8 9 10 11 12 13 14</td>
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<td>15 16 17 18 19 20 21</td>
<td>15 16 17 18 19 20 21</td>
</tr>
<tr>
<td>29 30</td>
<td>29 30</td>
</tr>
</tbody>
</table>

**Key:****
- **School is closed**
- **Staff on/student off**
- **Pupil Free Day**
- **Instructional Days**
Table 1.15: Daily Schedule

<table>
<thead>
<tr>
<th>Daily Schedule (Mon-Thurs)</th>
<th>Bank Fridays/Minimum Days</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Assistance</strong></td>
<td>7:00am-7:45am</td>
</tr>
<tr>
<td>1&lt;sup&gt;st&lt;/sup&gt; Period</td>
<td>8:00am-8:45am</td>
</tr>
<tr>
<td>2&lt;sup&gt;nd&lt;/sup&gt; Period</td>
<td>8:48am-9:33am</td>
</tr>
<tr>
<td>Homeroom</td>
<td>9:36am-9:51am</td>
</tr>
<tr>
<td>Snack</td>
<td>9:52am-10:07am</td>
</tr>
<tr>
<td>3&lt;sup&gt;rd&lt;/sup&gt; Period</td>
<td>10:10am-10:55am</td>
</tr>
<tr>
<td>4&lt;sup&gt;th&lt;/sup&gt; Period</td>
<td>10:58am-11:43am</td>
</tr>
<tr>
<td>5&lt;sup&gt;th&lt;/sup&gt; Period</td>
<td>11:46am-12:31pm</td>
</tr>
<tr>
<td>Lunch</td>
<td>12:31pm-1:06pm</td>
</tr>
<tr>
<td>6&lt;sup&gt;th&lt;/sup&gt; Period</td>
<td>1:10pm-1:55pm</td>
</tr>
<tr>
<td>7&lt;sup&gt;th&lt;/sup&gt; Period</td>
<td>1:58pm-2:43pm</td>
</tr>
<tr>
<td>8&lt;sup&gt;th&lt;/sup&gt; Period</td>
<td>2:46pm-3:31pm</td>
</tr>
<tr>
<td>HW Club</td>
<td>3:31-5:00pm</td>
</tr>
</tbody>
</table>

**Academic Assistance** 7:00am-7:45am

**1<sup>st</sup> Period** 8:00am-8:45am

**2<sup>nd</sup> Period** 8:48am-9:33am

**Homeroom** 9:36am-9:51am

**Snack** 9:52am-10:07am

**3<sup>rd</sup> Period** 10:10am-10:55am

**4<sup>th</sup> Period** 10:58am-11:43am

**5<sup>th</sup> Period** 11:46am-12:31pm

**Lunch** 12:31pm-1:06pm

**6<sup>th</sup> Period** 1:10pm-1:55pm

**7<sup>th</sup> Period** 1:58pm-2:43pm

**8<sup>th</sup> Period** 2:46pm-3:31pm

**HW Club** 3:31-5:00pm

**Table 1.16: Instructional Days and Minute Calculator**

<table>
<thead>
<tr>
<th>Grades</th>
<th>Grades Offered</th>
<th>Number of Regular Days</th>
<th>Number of Minutes Per Regular Day</th>
<th>Number of Early Dismissal Days</th>
<th>Number of Minimum Days</th>
<th>Number of Minutes Per Minimum Day</th>
<th>Number of [Other] Days</th>
<th>Number of Minutes Per [Other] Day</th>
<th>Total Number of Instr. Days</th>
<th>Minutes Req'd Per State Law</th>
<th>Total Number of Instr. Minutes Above/ Below State Req't.</th>
</tr>
</thead>
<tbody>
<tr>
<td>TK</td>
<td>No</td>
<td>0</td>
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<td>0</td>
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<tr>
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The IBA2 daily schedule and annual calendar surpass the required 54,000 of instructional minutes per year for students in grades 5-8 (Education Code 47612.5). Excluding lunch and passing times, all IBA2 students experience 360 instructional minutes on the 146 regular days and 180 minutes on the 34 shortened days. Therefore, the total instructional minutes are 60,720. Detailed accounting for these minutes can be found below:

**Professional Development**

In order to implement an effective and rigorous educational program, we engage in a comprehensive model of continuous school improvement which includes full staff professional development as well as personalized coaching. Teachers are contracted to work prior to the start of the school year to increase collaboration. They create pacing calendars that they update throughout the year. During winter break, we meet to analyze data from our recently administered NWEA assessments, and teachers create SMART goals to further drive and inform their instruction in the coming months as we continue to prepare for CAASPP. Teachers also meet together each Friday and analyze student trends, address any student concerns and further develop as educators. Fridays are also used for training sessions, and other forms of professional development. Personalized coaching aims to provide teachers with practical guidance in ways to meet students’ needs. Below is a description of professional development topics that are addressed each year. Professional development takes place during the month of August, during the monthly 2-hour faculty meeting, and each Friday (shortened day for students) of the year.

*Table 1.17: Professional Development Schedule*

<table>
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<tr>
<th>Academic Program Component</th>
<th>Topics of Professional Development</th>
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| Standards-Aligned, and Data Driven Instructional Design | ● Analysis and prioritization of state content standards  
● Clustering standards to create meaningful, relevant units of study  
● Designing assessments that effectively measure mastery of state content standards  
● Data analysis to inform instruction  
● Data analysis to inform professional development  
● Training on new curriculum and how it meets standards | Summer, Plus 1 day each month during Friday meetings (shortened day) |
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<th>Academic Program Component</th>
<th>Topics of Professional Development</th>
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| Technology Integration            | • SMART Boards  
• Membean  
• ActivWalls  
• PowerSchool  
• Google Classroom  
• Website development  
• New Curriculum Components     | Summer and Fridays                 |
| Hands On Learning                 | • Project-based learning  
• Study Skills                                                                                     | Summer, Fridays                   |
| Differentiation                   | • New curriculum differentiation  
• Strategies and best practices  
• Multicultural awareness  
• SDAIE  
• Identification/SST  
• Intervention programs PD       | Summer, Fridays                    |
| Special Education                 | • Expectations  
• Accommodations  
• Classroom support  
• Rules and regulations  
• PLPs                                                                               | August, September, October and November (TES) and weekly review in Friday meetings |
| Positive Behavior Support         | • Thinking outside of the box  
• Building positive relationships  
• Restorative justice  
• Equity                                                                                 | Summer, Fridays                   |
| Classroom Management              | • Classroom rules and expectations  
• Consistency  
• Communication with families                                                           | Summer, Fridays                   |
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<th>Academic Program Component</th>
<th>Topics of Professional Development</th>
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| Lesson Planning, Backwards Design (SDSA) | ● Pacing calendars  
● Unit plan development  
● Standards review                     | Summer, department meetings   |
| Student Subgroups                   | ● No Yellow Boxes  
● I Am Ivy Bound  
● Merits/demerits  
● Support  
● Data trends  
● Achievement                           | Summer, weekly Friday meetings|

IBA2 looks to the Principal, as the Charter School's instructional leader, to implement or find outside experts to implement - the professional development (PD) activities. IBA2 has used a number of outside consultants to facilitate the above-mentioned professional development and to provide teachers with subject-matter experts and mentors. This training has included workshops on decoding, fluency, vocabulary, and text comprehension. In this way, IBA2 ensures that teachers are fully supported in their preparedness to meet the needs of the targeted student population.

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

Furthermore, IBA2 teachers are encouraged to attend conferences and institutes sponsored by LACOE and other institutions to learn about the most recent research and to incorporate the new knowledge into their daily practice. Staff are then expected to review relevant information and best practices in the next staff meeting.

IBA2 also schedules regular grade-level meetings to build on the on-going professional development discussed above. For example, a PD activity might introduce a protocol to be used to analyze student work. Staff members would then be expected to implement the protocol in a collaborative setting by actually using the protocol to analyze student work during a grade-level meeting. Therefore, professional development time will be maximized through the thoughtful, explicit connection between the scheduled professional development days and teacher planning time. This grade-level meeting time will be built into the monthly, two-hour faculty meetings.
IBA2 works with its staff to ensure that all students have full access to the curriculum and that each subgroup in the Charter School is making meaningful progress toward meeting all of the standards. Our mission includes full inclusion of all students across the range of academic and language achievement from educationally disadvantaged to gifted and talented. Specific special populations we serve include English Learners, academically gifted students, academically low-achieving students, students from economically disadvantaged backgrounds and students with disabilities.

Meeting the Needs of All Students

English Learners

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

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

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

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

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

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

The Charter School will meet all applicable legal requirements for English Learners as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School will implement policies to ensure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

Home Language Survey

Charter School will administer the home language survey upon a student’s initial enrollment into the Charter School (on enrollment forms).

English Language Proficiency Assessment

All students who indicate that their home language is other than English will be tested with the English Language Proficiency Assessments for California (“ELPAC”). The ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed) and is aligned with the 2012 California ELD Standards.

The ELPAC consists of two separate assessments:

- Initial Assessment (“IA”)

The ELPAC IA is used to identify students as either an English Learner, or as fluent in English. The IA is administered only once during a student’s time in the California public school system based upon the results of the home language survey. The locally scored IA will be the official score. The IA is given to students in grades K–12 whose primary language is not English to determine their English proficiency status.

- Summative Assessment (“SA”)

ELs will take the SA every year until they are reclassified as fluent English proficient. The ELPAC SA is only given to students who have previously been identified as an EL based upon the IA results, in order to measure how well they are progressing with English development in each of the four domains. The results are used as one of four criteria to determine if the student is ready to be
reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

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

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

The IA testing window will be year-round (July 1–June 30). Any student whose primary language is other than English as determined by the home language survey and who has not previously been identified as an English Learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English language proficiency within 30 calendar days after the date of first enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year.

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

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

Reclassification Procedures
Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the ELPAC and a minimum of Nearly Met Standard on the CAASPP.

- Participation of the pupil’s classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil’s curriculum mastery.

- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents’ opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.
• Comparison of the pupil’s performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

Strategies for English Learner Instruction and Intervention

Every teacher will have either a CLAD or BCLAD credential and will have the ability to provide instruction to the English Learners. Every English Learner will receive Specially Designed Academic Instruction in English in content areas taught in English in addition to daily English Language Development for 30 minutes per day utilizing specialized curriculum. Some of our teachers will also be trained in Guided Language Acquisition Design (“GLAD”). Total Physical Response (TPR) will integrate the coordination of language and physical movements to develop language pathways between words in one language and actions in another. Multiple mediums such as audio, electronic, visual, and art will be relied upon to present information to English Learners, since research shows that children acquire language faster when presented through various models (Clancy, M. & Hruska, B., 2005). Additional instructional strategies that may be used to help support English Learners includes:

● Frontloading vocabulary;
● Models, demonstrations, visuals, and realia;
● Manipulative materials and hands-on materials;
● Repetition and review of concept and vocabulary;
● Choice of resources, tasks, language production options;
● Active participation in various individual and group configurations;
● Print-rich environment;
● Authentic and meaningful tasks, making connections between learning, and real-life experience;
● Opportunities for reflection and verbalizing thoughts through academic talk;
● Standards-based unit organization;
● Integration of listening, speaking, reading and writing with content areas;
● Assessment and monitoring of progress toward standards and check for understanding;
● Development of metacognition and goal setting;
● Total Physical Response; and
● Explicit instruction in key skills (e.g., preview, scanning, skimming).

Process for Identifying English Learners

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

English Learner

Support for EL Learners

IBA2 is committed to helping our EL students’ progress toward fluency. Various strategies and resources are used to assist students. Strategies used include, but are not limited to the following techniques: Total Physical Response (TPR), Cooperative Learning, Language Experience Approach, Dialogue Journals, Academic Language Scaffolding, and Native Language Support.

Monitoring and Evaluation of Program Effectiveness

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

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

Monitoring English Learner Progress

The teachers will utilize the English Learner folders and collect student samples to measure progress regarding comprehension, fluency, vocabulary, pronunciation and grammar usage four times a year. Teachers will provide quarterly progress reports to parents on the growth of their English Proficiency. Staff will monitor reclassified English Proficient students for a minimum of two years. The Executive Director will maintain a list of students who are identified as English Learners with ELPAC/CELDT, SBAC, date of entry to US, and Year 1 and Year 2 data. IBA2 also maintains grade progression, benchmark scores, and promotion to next grade with standard mastery.

Each English Learner has an ELD Folder to track academic progress. We maintain ELD information including: Home Language Survey, ELPAC/CELDT results, Reclassification Forms, and Year 1 and Year 2 monitoring forms. IBA2 provides intervention to students who score Standard Not Met or Standard Nearly Met in English Language Arts and Math on the SBAC.

Students identified as Long-term English Language Learners (LTELs) will be monitored for yearly growth. LTEFLs that are not making adequate progress on the ELPAC, SBAC, or benchmark
assessments will receive additional support through tutoring, homework club assistance, and targeted small group instruction. Teachers will keep additional logs recording specific areas of need, individualized for each LTEL.

**Gifted and Talented (GATE) Students and Students Achieving Above Grade Level**

Some students enter the Charter School better prepared or are naturally endowed to learn at a faster pace than the majority of students. Since the mission of IBA2 includes assuring that all students’ educational experiences are rigorous, teachers are prepared to provide additional challenges for these academically high-achieving (GATE) students. IBA2 has a Gifted and Talented Plan.

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

IBA2 will hold a GATE parent advisory meeting to discuss the GATE plan, program and requirements. Every semester, IBA2 will hold a GATE parent advisory meeting to discuss issues regarding GATE plan and program, social and emotional issues related to GATE students and other related topics. IBA2 will also have a GATE Showcase each semester for all grade levels.

**Categories and Process of Identification**

Gifted/Talented students exhibit excellence or the capacity for excellence far beyond that of their chronological peers. Students whose abilities fall into one or more of the categories below may be considered for participation in IBA2’s GATE program.

**Specific Academic Ability**

Students who consistently function for three consecutive years at advanced levels determined by CAASPP results in either English Language Arts or Mathematics.

**Process for Identification**

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

**Search and referral**

The Principal develops an initial list of potential candidates through the process of reviewing SBAC data, personal observation and feedback from teachers, parents and administrators. Parents complete a questionnaire.
Screening
The Charter School administrator or designee screens students by collecting data from existing sources, such as, the cumulative record, SBAC data, quarterly benchmark results, grades, interviews with teachers, and parent questionnaire.

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

IBA2’s GATE Plan will be reviewed annually to include information gathered from student assessment data, staff surveys, student surveys and parent surveys. Administrators will assign teachers to teach academically high achieving students based on their preparation, experience, personal attributes, and competencies for teaching academically high achieving children.

IBA2’s principal or designee identifies academically high achieving students from varying linguistic, economic, and cultural backgrounds. These students have the opportunity to participate in the program as evidenced by class lists, GATE student lists and GATE advisory parent meetings. The GATE Coordinator will be responsible for keeping parents of GATE students abreast of scholarships, specialized programs, and other extracurricular activities directly relating to GATE students.

Students will participate in monthly GATE activities and competitions that will be led by certain teachers. Additionally, teachers at IBA2 use strategies such as cubing, tic-tac-toe, independent learning contracts, and rubrics to differentiate content, process, and product for ALL students. Teachers use the work of Carol Ann Tomlinson as a resource for instructionally effective differentiation. Students that are high achieving in various academic areas receive differentiated instruction that allows for a rigorous and challenging learning experience.

IBA2 will complete a Gifted/Talented or SAS program application for enrollment at an LAUSD or another district school upon parent request. A parent must supply evidence that proves eligibility before IBA2 will complete application. This can be done by supplying one or more of the following:

1. **Documentation that the student has been identified as gifted LAUSD, or other district** in the Intellectual, High Achievement, Specific Academic, Creative or Leadership Ability categories.
2. **Documentation of national percentile scores of 85 or above** on the most current District-approved standardized norm-reference tests in **both**
   - total reading/ELA or reading composite **and**
   - total math or math composite **or**
   - verbal reasoning **and** quantitative reasoning **or**
   - total (APR) Verbal (OLSAT-8) **and** total (APR) Non-Verbal (OLSAT-8).

3. **Supply a portfolio of the student’s work that demonstrates ability in all four** critical-thinking and problem-solving skills in their primary language and demonstrates the ability or strong potential to perform two years above grade level in academic subjects. Eligibility will ultimately be determined by a team of teachers after reviewing the work.
   - Explain meanings or relationships among facts, information, or concepts that demonstrate depth and complexity.
   - Formulate new ideas or solutions and elaborate on the information.
   - Use alternative methods in approaching new or unfamiliar mathematical problems.
   - Use extensive vocabulary easily and accurately to express creative ideas.

**Students Achieving Below Grade Level**

Services for academically low-achieving students begin with an assessment of academic deficiencies. Low achieving students are defined as students who are either (a) performing 2 or more grades below their assigned grade-level, and/or (b) students who scored below grade level on annual CAASPP exams. A key component of addressing the needs of at-risk students (students not proficient in English Language Arts or Mathematics grade level standards) at IBA2 is early intervention - with the goal of closing the achievement gaps before they become too large (DuFour, 2002; Haycock, 2001). Instructional activities vary to accommodate different learning styles and draw out students’ various strengths. Students’ simply needing additional assistance in particular subjects or skill areas may get additional help from peers, staff, and volunteer tutors. When additional interventions are needed, the staff is proactive in coordinating support services.

To address the problem of potential at-risk students early, and to prevent students performing at or above grade level from falling behind, IBA2 holds extended day homework assistance from 3:45 to 5:00 p.m. Monday-Thursday for all students and a morning homework assistance program for the 45 minutes prior to school opening for students receiving less than satisfactory grades in the core classes.
IBA2 also uses the following strategies to improve the achievement of underperforming students.

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

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

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

- **Peer Tutoring** is another strategy that is used by IBA2 to help our low performing students. This method helps both students (tutor-tutee) in one way or another. It helps the low performing student interact and learn from a peer, and it helps the student offering the support an opportunity to deepen his or her understanding of the subject matter already learned.

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

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

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

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

- **Use of Technology:** As a technology-based middle charter school, we rely heavily on using this strategy to help our low performing students increase subject competence. We used CAI as a means of helping our students for skill practice, and are familiar with the results. This approach is one that students are comfortable and receptive to. Students already enjoy playing games on computers. Teachers use Brain Pop, Quizlet, and QUIA to create standards based review lessons that students can complete online and re-take as needed.

- **Cooperative/Flexible Group Learning:** Particularly important at IBA2 is the emphasis on cooperative learning in flexible groups. By working closely with students at all ability levels, all students gain new knowledge, learn new strategies for solving problems, and develop new perspectives on the value of learning. Flexible grouping helps all students to realize that everyone has unique skills and abilities to bring to the task and increases their positive attitudes toward school, learning and success.
Socio-Economically Disadvantaged/Low Income Students

IBA2 offers a whole day program: Charter School schedule from 8:00 AM-3:30 PM, and a before-and after-care program from 7:00-8:00am and 3:30-5 pm, respectively, to accommodate working families. Computers are available during these times to allow students without home computer access to computer based instructional materials. Student needs are met on an individual basis, using data about student learning profiles that goes beyond assumptions to identify true learning needs. If students that are socioeconomically disadvantaged are low achieving or struggle with learning differences or are identified as English Learners, we utilize strategies described in other sections of this petition.

Socio economically disadvantaged students are identified using the National School Lunch Program guidelines and annual form. Every family is asked to complete an Application for Free and Reduced-Price Meals to determine student eligibility. Families either qualify for free, reduced price, or full pay meals based on the income and the number of household members. The Charter School will determine the income eligibility based on the Federal Income Eligibility Guidelines and will notify the families of their designation.

Students are also identified using a CALPADS direct certification search that identifies any student that automatically qualifies for free or reduced meals because they are a foster child or ward of the state or their family receives CALFRESH benefits through the state.

Students with Disabilities

Federal Law Compliance

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

Special Education Program

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

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

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

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

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

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

- **Statewide Assessment Data**
  
  The standard file including District ID.

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

- **CBEDS**

- **All Students enrolled as of December 1 of each school year**
  
  District ID, SSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

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

- **Monthly SESAC and Suspension data**

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

The MCD requires charter schools to implement the District’s integrated student information system, which is currently referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All charter schools are required to utilize MiSiS directly or interface with MiSiS via a web based Application Programming Interface (API) in compliance with the requirements of the MCD and applicable timelines. Upon charter school full utilization of MiSiS either directly or via a web based API, the list of required data above will automatically be captured within MiSiS.
Inclusion is a priority and the preferred method of educating all students at IBA2. The IBA2 special education program serves multiple functions. There are pre-referral interventions in place that are intended to exhaust all resources in the general education program prior to special education referral, identification, and placement. These interventions include the Student Support and Progress Team (SSPT) meetings. Identification for SSPT referrals is coordinated and monitored by the general education and the Principal. General education teachers, the Principal, and parents of students who may need an SSPT provide data to the team at a SSPT meeting. The data include teacher observations, parent observations, student work, informal assessments, testing results, and other assessments and the data is reviewed at the SSPT team meeting.

This SSPT meeting includes a discussion to review the student’s strengths, needs and challenges, classroom and school accommodations, and other interventions needed to facilitate the student’s access to the general education curriculum. Accommodations and interventions include classroom-based interventions, after-school homework support, tutoring, a math intervention program, assistance for reading, and other interventions. In addition, follow-up SSPT’s are conducted to determine if the accommodations and other interventions were effective. If the accommodations and interventions are ineffective after a minimum of two SSPTs, then the parents along with the other team members decide if a special education referral is necessary. If the team decides that a special education referral is not warranted at the time, a new SSPT plan is drafted.

An RSP teacher provides RSP services for students and tracks all minutes in RSP tracker on LAUSD Welligent. Services are implemented through a blended model that includes a mixture of push-in and pull-out periods, appropriate to each student’s educational needs. In addition, part-time contractors provide IEP mandated service minutes. These are also tracked in Welligent. The RSP teacher also has on-going collaboration with general education teachers to implement all classroom accommodations and to ensure that annual goals are met. Professional development workshops on serving special education students are also given to all teachers at IBA2. General education teachers also have access to IEP’s and accommodations and supports required for all students, especially changes after a meeting has been held, are reviewed by the RSP in weekly Friday PD meetings.

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

Standard English Learners are typically identified through CALPADS, Home Language Survey and ELPAC Results. Also during the course of enrollment, it is identified that a student has been enrolled in a U.S. school for less than two years, has recently moved from another country, lives in a household where parents primarily speak a language other than English (even though the child’s ELA status is listed as English Only), or the child may have been previously enrolled in a native language immersion school and therefore lacked experience with and exposure to English language instruction. Students identified as belonging to any of these subgroups are offered interventions previously described as
needed. Foster and Homeless Youth will be monitored by the Principal who will provide the parent/guardian with resources available through foster programs and the McKinney-Vento Act. The Principal will utilize services provided by the District and/or the County Office of Education. The Principal and the teachers will monitor the progress of students in these subgroups by reviewed grades, NWEA Assessments, SBAC scores and other formative and summative assessments.

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

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

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

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

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

- Interactive (touch sensitive) Smart Boards
- ActivWalls to allow students to interact with the teacher through the use of Chrome Books and measure student responses
- web-based student assessments using programs like Quia and Quizlet,
- Grade Cam for routine student assessment
- Custom Guide computer based technology learning software
- Elmo magnifying document cameras with recording capability
- Subject relevant software that can peak and/or create an interest in the visual learner
- Students using Chrome Books in all core classes
Our visitors would also see most of the students in the classes broken into groups of 2 to 4 students with each member of the group being responsible for their peers in the group (peer support & collaborative learning). They would see students reminding each other to be on time to class, calling each other to help and make sure everyone understands the homework, helping their group members understand the concepts taught so that the group excels as a whole. See figure below:

Table 1.18: Peer Learning Record

<table>
<thead>
<tr>
<th>Group</th>
<th>Today’s Date ___ / ___ /200</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who is/are absent?</td>
<td>__________________________</td>
</tr>
<tr>
<td>Does everyone have their homework? _____ Pts.</td>
<td>Has everyone met ALL class rules? _____ Pts.</td>
</tr>
<tr>
<td>Did everyone do the class warm up? _____ Pts.</td>
<td>Does everyone understand the class warm up? _____ Pts.</td>
</tr>
<tr>
<td>Who has contributed the most to the group today? __________________________ , _____ Pts.</td>
<td></td>
</tr>
<tr>
<td>Student/Group Comments:</td>
<td></td>
</tr>
</tbody>
</table>

The form seen above is given to each group as they enter the class, and the group is held responsible for the learning’s, contribution, and involvement of every member of the group. It is documented that besides overcrowding at most public school classes, the difference of ability that students have in a class is a major hindrance for teachers to do their job correctly. This group format teaches the students cooperative learning and teamwork; it promotes positive peer support; it makes class management easier for the teacher; furthermore, it teaches students about taking responsibility for their surroundings. According to National Center for Biotechnology Information, this form of peer-to-peer accountability is an essential component of student empowerment and fosters skills such as conflict resolution, team building, and communication.³

Element 2 – Measurable Pupil Outcomes and

Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured

“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.” (Ed. Code § 47605(b)(5)(B).)

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

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

Measurable Goals of the Educational Program

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

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

Standardized Testing

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

The measurable student outcomes for IBA2 are derived from applicable California Education Code, Common Core State Standards, our definition of an educated person in the 21st century, and our LCAP goals. Achievement will be measured and the Charter School assessment data will be disaggregated to ensure all students demonstrate progress. Refer to completed LCFF Table provided in Element 1.

Having clearly defined goals and accountability measures in place are crucial for organizations in their pursuit of goal attainment. IBA2’s schoolwide goals, as outlined in our LCAP, were created to ensure the meeting of the state’s 8 criteria. IBA2’s goals are:

1. Provide a positive school environment, conducive to learning and respectful of others
2. Increase the number of students who show grade level proficiency
3. Increase number of EL students who reclassify
4. Decrease the number of students missing more than 10 days

IBA2 uses various assessments to evaluate progress toward the meeting of the LCAP goals.

**Measurable Pupil Outcomes: Summative Assessment Performance Targets**

**Performance Targets Aligned to State Priorities**

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

In order to concretely measure progress toward mastery of the State standards, teachers create specific objectives for each of their units and lessons. The intent of the objectives is to break down the standards into concrete, measurable units. To measure individual student’s content and skill strength and weakness, teachers will administer classroom based formative and summative assessments throughout the course progression. Aligned to the standards-aligned course objectives, these assessments drive instructional practice by identifying the areas for enrichment or remediation for each individual student.

All students participate in the annual spring CAASPP testing for Language Arts and Math, and students in state identified grades participate in CAST. All students who indicate that their home language is other than English will be given the California English Language Development Test (CELDT) within thirty days of initial enrollment. Starting in 2017-2018, students that have been identified as English Learners are given the English Language Proficiency Assessments for California (ELPAC) to monitor progress toward fluency.
Other Performance Targets

IBA2 will incorporate Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) testing. Measurable outcomes and assessment tools provide key data about the efficacy of our program, which in turns helps the administration and Board make key decisions about program development and modifications, while also monitoring individual student achievement.

Method for Measuring Student Progress Toward Outcomes: Formative Assessment

Table 2.1: Assessment Schedule

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Purpose</th>
<th>Timeline/Frequency</th>
<th>Expectation</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELPAC</td>
<td>Measure language acquisition for English Learners</td>
<td>Once a year</td>
<td>Students demonstrate a minimum of one year’s growth toward English proficiency.</td>
</tr>
<tr>
<td>CAASPP</td>
<td>State criterion-based assessment in ELA and Math</td>
<td>Spring/Once a year</td>
<td>The number of students scoring as having met or above standard mastery increases annually as per goals listed in the current year’s LCAP.</td>
</tr>
<tr>
<td>CAST</td>
<td>State criterion-based assessment in Science</td>
<td>Spring/Once a year</td>
<td>The number of students scoring as having met or above standard mastery increases annually as per goals listed in the current year’s LCAP.</td>
</tr>
<tr>
<td>CAA</td>
<td>State alternative assessment in ELA, Math, and Science for qualifying students</td>
<td>Spring/Once a year</td>
<td>The number of students scoring as having met or above standard mastery increases annually as per goals listed in the current year’s LCAP.</td>
</tr>
<tr>
<td>Assessment</td>
<td>Purpose</td>
<td>Timeline/Frequency</td>
<td>Expectation</td>
</tr>
<tr>
<td>-----------------------------------------</td>
<td>----------------------------------------------</td>
<td>-----------------------------</td>
<td>-------------------------------------------------------</td>
</tr>
<tr>
<td>Internally created test and performance tasks (presentations, papers, projects)</td>
<td>Measure standards mastery across all courses/subjects</td>
<td>Daily/Weekly</td>
<td>Students show mastery and proficiency in content knowledge.</td>
</tr>
<tr>
<td>Publisher designed assessments</td>
<td>Assess mastery of unit/lesson content</td>
<td>End of unit/end of semester/end of year</td>
<td>Students show mastery and proficiency in content knowledge.</td>
</tr>
<tr>
<td>NWEA</td>
<td>National normed referenced assessments in ELA and Math</td>
<td>Three times a year</td>
<td>Students show growth in Math and ELA throughout the year.</td>
</tr>
</tbody>
</table>

**Data Analysis and Reporting**

IBA2 uses PowerSchool as our Student Information System. PowerSchool is a fully integrated, web based, cross platform SIS. PowerSchool integrates and automates critical Charter School functions like attendance, scheduling, grading, and reporting. PowerSchool gives parents the ability to stay on top of student progress with email updates and alerts and online access to their child’s schedule, grades, homework, upcoming assignments, attendance information, accommodated assignments (if applicable), and teacher comments.

Likewise, the administration has access to the same information and uses it to keep the Board updated on student progress and inform and drive instruction. The administration collects and analyzes all of the different data collected to identify any concerns. Utilizing all available assessment data is a crucial component in having students achieve academically. All students are assessed three times a year using NWEA to monitor individual growth through benchmark testing. Student growth is determined by comparing individual scores after each administration of the assessment. Students showing either no growth or minimal growth (bottom 10% of grade level) will be given tiered interventions such as small group instruction, differentiated instruction, and after-school support with computer assisted technology. IBA2 will also use individual student’s SBAC scores from the previous year to identify both high and low achieving students. Interventions for lower achieving students will be the same as for those performing in the bottom 10% of the benchmark assessments. Students scoring above standard mastery will be given differentiated instruction and assignments that will allow them to delve deeper into content material. ELPAC results will be used to identify proficiency levels of English Learners. Students identified as English Learners will participate in small group instruction focusing on their specific needs.
on vocabulary development and writing skills. All assessment results will be discussed in grade or department level meetings to find commonalities among all students. This information will be used to assist in determining material and concepts for Re-Teach days and small group instruction. On an annual basis, specific goals for the Charter School, such as those set in the LCAP, are evaluated and amended based on the new data. This analysis helps administrators to determine the professional development needs for the upcoming year as well as any changes to the instructional program that should be considered to provide additional supports to our students and teachers. In addition, the findings are used to drive discussions with stakeholders to develop schoolwide goals, LCAP meetings, and other parent meetings. The data is also used for annual updates such as the SARC, LCAP, and end of year planning. The Board of Directors will receive updates during the monthly Board meetings on student achievement and the Charter School’s progression on meeting LCAP goals.

Benchmark assessment data will be discussed with parents and guardians during parent/teacher conferences. It is important that parents are aware of their student’s performance and ability to access the curriculum. CELDT and ELPAC data is sent out to families annually, as are the SBAC results. It is important to inform parents of student performance if the Charter School is to have them as partners in student achievement. Progress reports are sent home during week 10 and week 30 of the school year. Report cards are sent home at the end of each semester.

**Grading, Progress Reporting, and Promotion/Retention**

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

IBA2 makes every attempt to keep parents up to date regarding the progress of their child toward grade level proficiency. Parents and students are notified weekly of missing assignments via email and letter home; in addition, PowerSchool now lists the missing assignments as soon as the parent logs in. When students are still struggling to achieve in courses, as measured by the letter grade, the Charter School follows a formal communications procedure to inform families of their child’s eligibility to attend a before school assistance program. Participation is monitored using attendance to compare the end of year gains for students that do attend AM Assistance versus those struggling students who do not. Eligibility is determined using the following system at the end of each reporting period:

1 D or F = warning letter
2 Ds or Fs = recommended to attend Homework Assistance letter
3 or 4 Ds or Fs = required to attend Homework Assistance letter
If student is not able to attend Homework Club, arrangements can be made to allow for assisted work to be done during recess or lunch.

Twice per year, families are contacted to discuss grades that are less than satisfactory and develop an intervention plan for over the extended winter and summer breaks to allow the students an additional opportunity to gain grade level content proficiency. During these meetings with administration, a plan is created with each of the families to address the Charter School’s concerns. With regard to low academic performance or poor grades, information is provided to parents/guardians regarding the importance of passing classes and the impact of failing grades on college and career readiness. It may be decided to place a student on Academic Probation which would limit the activities that the student can participate in or placing them on an academic contract, which would define both the school’s and the student’s commitment to increasing performance. The academic contract is used for students that are in danger of not passing classes due to lack of completed assignments, chronic absenteeism or poor participation.

Retention is not considered an effective strategy to engage students or to encourage students to be academically responsible. Therefore, it is only considered as a last resort after other avenues have been exhausted or ignored and the student is not making adequate progress. Students may be considered as not making adequate progress for retention purposes if they are consistently within the bottom 1% of student performance for their class, of they have shown resistance to attempted interventions, or no other reasonable explanation can be found for the student’s lack of progress (for example, previously undiagnosed learning disability, chronic absences/ truancy, etc.). In the event a student is retained all documentation will be included in the student’s cumulative folder. If the student transfers or moves to another school, the retention paperwork will accompany the student in the cumulative folder.
Element 4 – Governance

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

GENERAL PROVISIONS

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

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

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

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

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action.4

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

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

4The District is in the process of compiling a list of LAUSD policies that apply to its authorized charter schools. The list will be finalized by April 1, 2018. Charter Schools Division staff will annually review District policies and make recommendations to the LAUSD Board of Education on continued application to charter schools.
Charter School and all employees and representatives of Charter School, including members of Charter School’s governing board, members of Charter School or governing board committees and councils, Charter School administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD charter school policy, regarding ethics and conflicts of interest. Charter School shall enter into all transactions and conduct business with all persons and entities at arm’s length or, in the case of otherwise permissible related party transactions, in a manner equivalent to arm’s length.

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

**TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES**

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

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

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

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

Charter School shall adhere to all applicable federal and state laws and regulations regarding pupil fees, including Education Code sections 49010 - 49013, and extend its uniform complaint procedure to complaints filed pursuant to Education Code section 49013.
Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the Local Control Funding Formula legislation provisions set forth in Education Code section 52075.

**RESPONDING TO INQUIRIES**

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

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

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

**NOTIFICATION OF THE DISTRICT**

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

**STUDENT RECORDS**

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

**PARENT ENGAGEMENT**

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

**FEDERAL PROGRAM COMPLIANCE**

As a recipient of federal funds, Charter School has agreed to meet all applicable programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs. Charter School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. Charter School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of ESEA and other applicable federal programs. Charter School also acknowledges that, as part of its oversight of Charter School, the District may conduct program review for federal as well as state compliance.
Governance Structure
Organizational Chart
The following is an outline of the organizational structure of IBA2:

Chart 4.1: IBA2 Organizational Chart

Board of Directors Major Roles and Responsibilities

The governing board of IBA2 is responsible for all legal and fiduciary matters involving the Charter School. The Board’s major roles and responsibilities include:

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

These functions will allow for the implementation and governance of IBA2 to function at optimal levels.

The Board also helps ensure effective organizational planning by approving long range goals and annual objectives, and ensuring the Charter School remains fiscally solvent. The Board contracts an external auditor on an annual basis to assure standards in fiscal responsibility. In conjunction with the administration, the Board has the responsibility of determining what outside legal and consulting services the Charter School requires and contracting for such services.

In addition, the Board of Directors shall:

- Provide vision, strategic planning and leadership for the organization.
- Lead all fund development including the ongoing maintenance, and new development, of contracts and other funding sources so as to provide the Charter School with all the needed and available resources to execute the academic program.
- Oversee financial stability and growth of the organization, assure sound financial planning, effective asset management, and full compliance with government audit requirements.
- Approve operating and capital expenditure budgets at board meetings annually.
- Oversee operations, consistent with all applicable local, State and Federal statutes and in compliance with the organization’s by-laws, policies and procedures.
- Ensure that the policies and procedures are uniformly understood and properly interpreted and administered by approving manuals, policies and handbooks.
- Responsible for the compliance and submittal of all reporting requirements.
- Responsible for the design and execution of the facilities plan.
- Oversee the Charter School’s fundraising activities.

Further, it is the responsibility of the Board of Directors to make decisions on salaries, benefits, working conditions, and items such as calendar and work days. The Board also evaluates the surveys as well as budget constraints to make decisions for the following year.

Executive Staff
While the Board of Directors sets policy, approves the budget, and assures that the Charter School maintains high academic standards, the executive director, administration and teachers carry out the day-to-day operations of the Charter School. Reporting to the Board of Directors, the Executive Director implements Board policy and direction in regard to operations and budget while ensuring compliance with Charter School policies and procedures, as well as state and federal mandates and LAUSD requirements. The Business Manager is responsible for human resources, purchasing and budgeting and is therefore is accountable to the Board to maintain established policies and practices. The Development Director is responsible for increasing enrollment and the Charter School’s image in the community. The Principal serves as the educational leader who spearheads the development of the
Charter School’s curriculum and culture. The Principal is also responsible for building relationships with teachers and families, developing systems and structures to support the instructional and operational needs of the Charter School, and providing teachers with high quality professional development to ensure the instructional program meets the needs of all students. Complete job descriptions are included in Element 5.

Governing Board Composition and Member Selection

IBA2 seeks to attract a diverse Board whose members have a wide variety of skills to enrich our organization. We also seek to recruit from certain backgrounds in particular so that these Board Members can provide expertise and guidance toward our educational program. These fields include, but are not limited to, education, law, finance, and non-profit management. Each member of the board must demonstrate dedication to education, professional expertise in an area of need/relevance to IBA2’s operations, service to the community, and ability to support the mission and vision of IBA2. Board members can be nominated by any member of the community at large. All potential candidates must submit their resume, complete a potential Board Member questionnaire and interview with the Board. Approval of nomination is confirmed by a majority vote of current Board Members.

The Board consists of at least three (3) and no more than fifteen (15) voting members. The authorized number of Directors shall be not less than three nor more than fifteen. Subject to the provisions of the Board By-Laws, the exact number of authorized Directors shall be fixed within these limits. No interested person may serve on the Board. All directors shall be designated by the existing Board of Directors. Each director shall hold office for two years and thereafter until a successor director has been designated or until removed or replaced.

Governance Procedures and Operations

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

At an annual meeting, the Board sets the calendar for upcoming meetings for the year. The schedule is then submitted to the Charter Schools Division and posted at the Charter School. Agendas for regular meetings are published in advance and posted on the front window of the office at the school sites and on the website for public viewing at least 72 hours in advance of the scheduled meeting. Agendas for special meetings are posted on the front window of the office at the school sites and on the website for public viewing at least 24 hours in advance of the scheduled meeting. In the event of an "emergency situation" (as such term is defined in Section 54956.5 of the Brown Act) involving matters upon which prompt action is necessary due to the disruption or threatened disruption of public facilities, the Board may hold an emergency meeting without complying with either the 24-hour notice requirement or the 24-hour posting requirement or both of the notice and posting requirements, provided that the meeting
is held in compliance with the provisions of Section 54956.5 of the Brown Act. An emergency meeting maybe called by the Chair of the Board, the President or any two or more members of the Board. All agendas will contain a brief general description of each item of business to be transacted or discussed at the meeting.

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

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

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

As long as quorum exists as defined by the corporate bylaws, measures voted on by the Board of Directors may be passed with a simple majority of present members consistent with the requirements of the California Corporations Code (section 5211(a)(8)).

In accordance with the Brown Act, Board members may participate in meetings via teleconference, so long as a minimum of a quorum of board members participates from within the jurisdictional boundaries of LAUSD, all votes are taken by roll call, and all other requirements for teleconference are met as detailed in the Brown Act.

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

**Stakeholder Involvement**

**Parent Engagement**

The IBA2 culture involves a community of staff, parents, and professionals dedicated to empowering students to achieve their goals. Learning outcomes improve when parents or guardians actively participate in their child’s education. Parents are viewed as valued partners at IBA2 and are invited to volunteer in the classroom, participate in Charter School committees and school events, and attend Board meetings.
IBA2 will engage parents, teachers and community leaders to meet on a periodic basis to advise on the operations of IBA2, with the purpose of increasing student achievement, sense of belonging to a greater learning community, and pride in how they are demonstrating their learning.

IBA2 shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child’s admission, continued enrollment, attendance, or participation in the Charter School’s educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to IBA2.

The voice of every stakeholder is valued at IBA2. The Charter School holds annual new parent orientations and tours in the spring after each lottery and at the beginning of each school year to welcome families and encourage participation in the Charter School community and events. IBA2 holds monthly Executive Board, Booster Club and quarterly parent trainings to encourage and promote participation in the development of the Charter School, including the creation of schoolwide goals and the annual LCAP update. The Charter School will share the development of the LCAP with the parents at IBA2 Booster Club, School Site Council, English Learner Advisory Committee, and with the teachers and staff at a staff meeting, and with student leaders in a meeting. Finally, the draft LCAP is shared with all stakeholders, first in a public hearing and later, the final draft LCAP is presented as a Board agenda item.

Annual surveys of students, parents and faculty are analyzed closely by the Charter School leaders as well as the Board of Directors and utilized in improving all aspects of the Charter School's programs, procedures, and goals. The use of the annual surveys allows parents, who cannot make monthly meetings, to still have a voice and be an active participant in their child’s school.

Website Outreach
IBA2 utilizes the website to support stakeholder involvement. A current calendar is on the website to assure that stakeholders are informed about Charter School events, meetings and opportunities to be involved. The tabs on the website are user friendly and provide opportunities for stakeholders to access Board of Directors, campus information, staff directory, forms and documents as well as resources like PowerSchool, ALEKS, Membean, Google Classroom, video tutorials and CAASPP resources.

Teacher Engagement
IBA2 views teachers as the experts in curriculum and instruction. As the primary executors of the IBA2’s educational program, they are the day-to-day stewards of the IBA2’s mission and vision. Their voices will be heard as authoritative in matters related to curriculum, instruction, and student achievement, and as having weight in all areas of Charter School decision-making. Teachers will confer among themselves and with leads and administrators to discuss concerns, student progress,
student needs, professional development plans, long-range Charter School plans, and other governance issues.

IBA2 Booster Club
The IBA2 Booster Club exists to formally organize and promote stakeholder involvement in the governance of the Charter School. At the monthly meetings, teacher liaisons provide support and information to the parents as well as transfer information from the meeting to the appropriate staff members. The Booster Club supports the needs of our classrooms and provides assistance and support to enrich the Charter School community.

School Site Council (SSC)
To the extent that IBA2 receives Title I federal funding, IBA2 will have a School Site Council (“SSC”) as a condition of receipt of such funding in accordance with Education Code Section 52800 et seq. The School Site Council (SSC) meetings are held at least four times annually. The SSC meetings shall be in accordance with the Brown Act. SSC is composed of ten members representing all the stakeholders which include: Principal, three teachers, one classified employee, and five parents, all nominated and elected by those groups they represent. The SSC at IBA2 is the vehicle through which the Charter School community comes together to chart the Charter School’s plan for improvement. The goal of the SSC at IBA2 is to ensure that the Charter School is continually engaged in identifying and implementing curriculum and instructional practices that result in both strengthening the core academic program and guaranteeing student access to and success in that program.

The main responsibilities of the SSC are as follows:
- Annually develop and approve the Single Plan for Student Achievement (SPSA)
- Review and revise School Safety Plans
- Develop site level parent involvement policy
- Advise the Charter School on the parent involvement policy
- Review the school parent compact (Title I)
- May advise the Charter School in the development of the Local Control Accountability Plan (LCAP)

The SSC has been working to improve its function by engaging in pertinent discussions about SBAC and NWEA scores, academic achievement for all students, safe and drug free schools, reading interventions for underperforming students, and daily and on-time attendance. In addition, SSC supports and maintains a schoolwide focus on California Common Core State Standards in English Language Arts, Mathematics, and Social Studies, on Next Generation Science Standards, and specific focus on English Language Development Standards aligned to English Language Arts Standards to improve student achievement, especially for our English Learners.
English Language Advisory Committee (ELAC)

To the extent that IBA2 has more than 21 identified English Learners, regardless of the types of programs offered at the school, IBA2 will have an English Language Advisory Committee (ELAC). The ELAC meets four times per year. The ELAC meetings shall be in accordance with the Brown Act. ELAC is composed of a Teacher or Administrator and parents of English Learners. Leadership positions in ELAC are determined by group consensus and not by election. Translation is provided by parents and staff. The purpose of ELAC is to provide parents of English learners the opportunity to:

1. Participate in the Charter School’s needs assessment on any issue, not limited to those pertaining to English Learners
2. Advise the team leads and Charter School staff on the Charter School’s program and services for English Learners
3. Provide input on the most effective ways to ensure regular school attendance
4. Advise the Charter School on the annual language census
5. Advise the School Site Council on the development of School Improvement Plans
**Element 5 – Employee Qualifications**

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

**Equal Employment Opportunity**

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

**ESEA/ESSA and Credentialing Requirements**

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

Table 5.1: Employee Titles and Classifications

<table>
<thead>
<tr>
<th>Title</th>
<th>Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive Director</td>
<td>Administration</td>
</tr>
<tr>
<td>Business Manager</td>
<td>Administration</td>
</tr>
<tr>
<td>Development Director</td>
<td>Administration</td>
</tr>
<tr>
<td>Principal</td>
<td>Administration/Certificated</td>
</tr>
<tr>
<td>IT Coordinator</td>
<td>Administration/Classified</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>Administration/Certificated</td>
</tr>
<tr>
<td>Special Education Coordinator</td>
<td>Certificated</td>
</tr>
<tr>
<td>Teacher</td>
<td>Certificated</td>
</tr>
<tr>
<td>Office Manager</td>
<td>Classified</td>
</tr>
<tr>
<td>Office Assistant</td>
<td>Classified</td>
</tr>
</tbody>
</table>
### Recruitment
All IBA2 personnel must commit to the mission and vision of the Charter School. All staff will be expected to be sensitive to the linguistic and cultural needs of students, and to participate in staff development to enhance their skills in this area. Employees' job descriptions and work schedules will be reviewed and modified as necessary to meet the needs of the Charter School and its students. All requirements for employment set forth in applicable provisions of law will be met.

The Executive Director is hired by the Board of Directors and, in turn, hires staff and faculty. A selection committee may be formed as needed by the Executive Director in order to make recommendations on hiring employees for any vacant positions. Individuals who wish to apply for a position will be required to submit a resume and an IBA2 employment application. Staff will be selected on an application and interview basis. Selection will be based on the demonstrated ability to perform required job duties. Candidates that are offered employment will receive a written notice from IBA2.

### Job Descriptions
The following is a list of key positions, the accompanying job description and the minimum desirable qualifications.

<table>
<thead>
<tr>
<th>Title</th>
<th>Classification</th>
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<tbody>
<tr>
<td>Paraprofessional</td>
<td>Classified</td>
</tr>
<tr>
<td>Yard Supervisor</td>
<td>Classified</td>
</tr>
<tr>
<td>Facilities Manager</td>
<td>Classified</td>
</tr>
<tr>
<td>Food Services Clerk</td>
<td>Classified</td>
</tr>
</tbody>
</table>
Executive Director

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

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

The above duties, with the exception of personnel matters, may be delegated or contracted as approved by the Board of Directors to the Business Manager of the Charter School, other appropriate employee, or third-party provider.

Preferred Qualifications:
The Executive Director will have at least three years’ experience with program development or administration for a school, organization, or corporation. He or she will have at least two years’ experience sitting on or reporting to a Board of Directors for a school, organization, or corporation. He or she will demonstrate deep understanding of and commitment to the mission and vision of the Charter School. He or she will have proven experience as a team leader, and will be able to inspire staff through positive and capable leadership. He or she will have experience resolving personnel
issues objectively and through due process. The Executive Director will guide staff such that each member uses his or her expertise to enhance the educational program.

The Executive Director shall ideally possess the following qualifications:

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

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

**Business Manager**

_Roles and Functions:_

- Monitors the Charter School’s internal accounting systems;
- Assures that all reporting functions are conducted accurately and in a timely manner;
- Assures that all payments are made accurately and in a timely manner, including payment of wages and salaries;
- Working with the Executive Director, pursues timely receipt of Block Grant, Title I, and other payments to the Charter School;
- Oversees the processing of staff hiring paperwork and human resources responsibilities;
- Advises the Executive Director as to contracts with vendors for security, transportation, and food services
- Arranges and manages transportation, as needed
- Supervises the placing of orders for office and classroom supplies;
- Oversees and manages annual fiscal audit
- Manages schoolwide purchasing and approval system
- Monitors Charter School inventory
- Oversees the Free and Reduced lunch program and compliance with federal regulations
- Manages and coordinates with food vendors
- Member of hiring selection committee when appropriate
- Responsible for compliance with insurance and federal and state laws regarding school practices
- Coordinates annual budget with the Executive Director
Qualifications:
The School Business Manager shall ideally possess the following qualifications:
- Minimum of three years of related experience;
- BA degree or equivalent is preferred; and
- An understanding of the underlying philosophy for the Charter School and is committed to the mission and vision of the Charter School.

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

Development Director
Reporting to and in partnership with the Executive Director (ED), the Development Director will spearhead development efforts to increase enrollment and ensure that IBA2 continues to grow.

Roles and Functions:
- Develop and execute marketing and outreach plan
- Secure financial support from individuals, foundations and corporations
- Develop and maintain ongoing relationships with community partner and vendors
- Creating and executing a strategy for increasing enrollment and developing IBA2’s image in the community
- Overseeing organization of special events

Qualifications:
- BA degree is preferred;
- Five years’ experience in development is preferred;
- Demonstrated excellence in organizational, managerial, and communication skills; and
- An understanding of the underlying philosophy for the Charter School and is committed to the mission and vision of the Charter School.

Evaluation:
The Development Director will be evaluated annually by the Executive Director.

Principal
IBA2 shall seek administrators who possess strong leadership skills, the ability to understand and implement the educational vision of the Charter School, a desire to facilitate communication and effective participation amongst teachers, students, staff, the Board and the community at large.
Roles and Functions:

- Facilitate communication between the Board of Directors and parent committees.
- Support the Executive Director to hire, evaluate, and terminate (with cause) all other employees according to the mission, philosophy, and obligations of the Charter School as spelled out in the charter.
- Oversee the day-to-day operations of the Charter School.
- Prepare credentialing paperwork and monitor processing.
- Organize and lead teacher workshops and in-service.
- Serve as the Charter School's chief spokesperson and develop and maintain effective relationships with all stakeholders, government, and media.
- Participate in meetings of the Board of Directors and Board Committees by providing advice and counsel; serve as a resource to the Board in establishing overall direction of the organization.
- Organize teacher common planning time.
- Direct implementation of student discipline and consequences.
- Be a liaison between the Charter School and community partners.
- Represent Charter Schools at meetings/forums.
- Assist in writing grants, facilitating fundraising, and/or obtaining loans.
- Administer an articulated curriculum program; conduct regular needs assessments and interpret results to staff and community, and give high priority to leadership for inspiring curriculum and instruction.
- Relate to students with mutual respect while carrying out a positive and effective discipline policy.
- Implement programs to ensure a positive, productive, and safe school climate.
- Communicate effectively with the business and residential community and participate in civic activities.
- Motivate employee performance and enhance morale.
- Administer a balanced budget and operate the Charter School under a decentralized management system.
- Maintain a commitment to ongoing growth in self and others, supporting and participating in District and Charter School professional growth programs.
- Actively promote fundraising and grant applications for the Charter School.
- Possess the knowledge to implement an employee evaluation system which might include clinical supervision.
- Demonstrate positive attitude toward job and remain a flexible and innovative team builder.
- Has knowledge of local policies, state and federal laws relating to minors.
- Supervise and manage site operation to assure safety and efficiency.
- Implement and monitor special programs.
- Develop master schedules and calendars which maximize the possible achievement of program objectives.
Preferred Qualifications:
- The Principal shall ideally possess the following qualifications:
- A valid teaching credential;
- A valid Administrative Services credential (or Pupil Services credential) is preferred;
- A minimum of 5 years of teaching experience;
- MA degree or equivalent is preferred;
- A minimum of two year of administrative experience preferred;
- Bilingual (Spanish) is preferred; and
- An understanding of the underlying philosophy for a school that matches the intellectual, social, emotional, and physical needs of adolescents.

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

Assistant Principal
Roles and Functions:
The Assistant Principal’s essential duties and responsibilities include, but are not limited to:
- Implement student discipline as outlined in the Parent, Teacher, Student Handbook.
- Performing duties related to instructional leadership, including observation and evaluation of assigned teaching staff, staff development, and oversight of department and team collaboration
- Developing student, classroom, and school schedules and calendars.
- Coordinating and implementing student standardized and placement testing, including CELDT/ELPAC and CAASPP.
- Implementing and overseeing the school safety and emergency response program, safe school plan and required practice drills
- Monitoring and supporting student attendance, student data, and meal count reporting (as performed by the Office Manager), including CALPADS, CBEDS and PowerSchool reporting requirements.
- Implementing appropriate procedures to ensure budgeted attendance and enrollment levels are maintained.
- Communicating with facilities manager and IT Coordinator to address routine facilities and maintenance issues.
- Supporting Charter School recruitment efforts.
- Supervising before, during and after school, including occasional evening and weekend events.
- Other duties as reasonably requested by the Principal or Executive Director.
**Preferred Qualifications:**
The Assistant Principal shall ideally possess the following qualifications:

- A valid teaching credential;
- A valid Administrative Services credential (or Pupil Services credential) is preferred;
- A minimum of 5 years of teaching experience;
- A minimum of two years of administrative experience preferred;
- Bilingual (Spanish) is preferred;
- Ability to form effective working relationships with students, staff and the community; and
- Demonstrated commitment to the Charter School’s social justice mission.

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

**Special Education Coordinator**
All duties herein will be done with and under the direction of the Executive Director and Principal.

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

Preferred Qualifications:
• The Special Education Coordinator shall ideally possess the following qualifications:
  • A Clear Special Education teaching credential;
  • A minimum of 5 years of teaching experience;
  • Comprehensive experience in administration including three (3) years in special education as a principal, district director, special education coordinator, or SELPA director is preferred.
  • Bilingual (Spanish) is preferred; and
  • Ability to form effective working relationships with students, staff and the community; demonstrated commitment to the Charter School’s social justice mission.

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

Teachers
IBA2 shall seek highly qualified teachers who are committed to our mission and vision and in touch with the needs of our community. Teachers are expected to exhibit critical thinking and communication skills, effective teaching strategies, subject matter expertise, and a willingness to work collaboratively and take responsibility and exercise leadership for the Charter School as a whole.

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

Qualifications:
The Teacher shall ideally possess the following qualifications:
● Valid California Teaching Credential or license authorizing service in grade levels and areas assigned;
● BA degree in field of single subject credential or evidence of passing CSET results to indicate Highly Qualified Teacher status;
● EL authorization; and
● Student teaching, internship, or full-time teaching experience.

Evaluation:
Teachers will be evaluated by the principal based on:
● Student progress as referenced from assessment measures
● Effectiveness of teaching strategies
● Performance of job duties (see “responsibilities” above)

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

Office Manager

Roles and Functions:
Delegating duties as appropriate to any office personnel or volunteers, the Office Manager will:
● Establish and maintain record systems and files.
● Communicate with a wide variety of staff, students, families, and community members.
● Arrange and schedule meetings, appointments, and interviews.
● Assist the Business Manager with matters related to human resources and NCLB, ESEA, and ESSA requirements.
● Screen calls and visitors; screen incoming correspondence routed to administrator for priority and background information.
● Perform specialized secretarial duties designed to relieve supervisors of clerical detail.
● Take and/or transcribe dictation for a wide variety of subjects.
● Create partnerships with parents and community.
● Oversee Charter School’s lottery process and admissions for the Charter School.
● Maintains lottery and enrollment paperwork to comply with most up to date requirements for fair and random lottery practices to insure the integrity of the Charter School’s admissions and lottery policy.
● Providing outreach and tours to prospective parents and students.
● In charge of lottery drawing and notification of lottery results to stakeholders.
● Distribute and organize enrollment paperwork to incoming families while regulating timelines and fair practice regarding waiting lists.
● Responsible for overseeing data entry into PowerSchool.
● Develop partnerships with high schools to assist students, and make them aware of options. Track graduates’ success at the secondary school level.
● Acts as a liaison for parents, guardians, and community members to the Executive Director as needed;
● Performs clerical and administrative procedures for daily Charter School operations;

**Qualifications:**
The Office Manager shall ideally possess the following qualifications:
- High School Graduate;
- Minimum of two years’ experience working as an office personnel, administrative assistant, or equivalent position;
- He or she will effectively use standard office machines and computer software programs such as Microsoft Word, Excel and email programs; and
- He or she will effectively attend to the details of work, and conduct his or her activities with accuracy and timeliness.

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

**Classified Staff**
IBA2 shall seek candidates that embrace the vision of the Charter School and are flexible and able to work collaboratively with administrators, students, faculty, staff, and parents. Current positions of classified staff include Office Assistant, Paraprofessionals, Yard Supervisors, and Food Services Clerk.

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

Qualifications:
• High School Graduate;
• Adequate professional training and/or experience; and
• Positive references.

Evaluation:
Classified staff, including Office Assistant, Paraprofessionals, Yard Supervisors, and Food Services Clerk, will be evaluated annually by the Office Manager, with input obtained from the Principal, and Executive Director, and will review the evaluation with the employee. Criteria for the evaluation will be developed based on a concept of ideal fulfillment of the roles and functions of the position.
Element 6 – Health and Safety Procedures

“The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the charter school furnish it with a criminal record summary as described in Section 44237.” (Ed. Code § 47605(b)(5)(F).)

Health, Safety and Emergency Preparedness Plan

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

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

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

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person’s employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014).

Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.
Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of Charter School.

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

**Family Educational Rights and Privacy Act (FERPA)**

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

Parents and eligible students will receive a notice of their rights under FERPA. The notice shall inform the parents and eligible students that they have the right to:

- Inspect and review the student’s education records;
- Seek amendment of the student’s education records that the parent or eligible student believes to be inaccurate, misleading or otherwise in violation of the student’s privacy rights;
- Consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA and the Code of Federal Regulations authorize disclosure without consent;
- File with the Department of Education a complaint concerning alleged failures by the Charter School to comply with the requirements of FERPA and its promulgated regulations; and
- Request that the Charter School not release student names, addresses and telephone listings to military recruiters or institutions of higher education without prior written parental consent.

**Criminal Background Clearances and Fingerprinting**

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

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

The Principal will serve as IBA2’s Custodian of Record.

**Immunization and Health Screening Requirements**

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

Charter School shall comply with all federal and state legal requirements, including but not limited to 
the requirements of SB 277 (2015), related to student immunization, health examination, and health 
screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent 
as would be required if the students were attending a non-charter public school. Charter School shall 
maintain student immunization, health examination, and health screening records on file.

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

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

Student Health and Wellness
The health and safety of IBA2 students and staff is a high priority and IBA2 will ensure that the Charter 
School is a safe and healthy environment for teaching and learning. All faculty and staff of IBA2 will 
undergo a criminal background check. The Charter School follows all required safety regulations 
including emergency policies and procedures. IBA2 complies with all health and safety laws and 
regulations that apply to non-charter public schools, including those required by CAL/OSHA, the
California Health and Safety Code, Education Code Section 44237, and the EPA. IBA2 operates as a
drug, alcohol, and tobacco free workplace.

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

- Goals for nutrition promotion and education, physical activity, and other school based
  activities that promote student wellness
- Nutrition guidelines for all foods and beverages available on the Charter School campus
during the school day
- Requirements that stakeholders be provided opportunities to participate in the
development, implementation, and periodic review and update of the wellness policy
- A plan for measuring the effectiveness of the plan periodically and that the assessment
  is made available to the public
- Public notification informing and updating stakeholders periodically about the content
  and implementation of the local school wellness policy
- Designation of an IBA2 staff member who is responsible for ensuring that the Charter
  School complies with the Local School Wellness policies

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

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

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

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

Guidelines:

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

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

Diabetes
The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:

3. A recommendation that students displaying or possibly suffering from risk factors or warning
signs associated with type 2 diabetes should be screened for type 2 diabetes.


5. A description of the different types of diabetes screening tests available.

Blood Borne Pathogens
The Charter School shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the workplace. The Board has established a written “Exposure Control Plan” designed to protect employees from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (HIV) and hepatitis B virus (HBV). Whenever exposed to blood or other body fluids through injury or accident, students and staff should follow the latest medical protocol for disinfecting procedures.

All staff are mandated to complete a Blood borne Pathogens training within the first month of employment and annually thereafter as evidenced by sign-in sheet.

Drug Free/Smoke Free Environment
The Charter School shall maintain a drug and alcohol and smoke free environment throughout the school year, the Charter School will host activities that promote a drug, alcohol and smoke free environment. These may include student assemblies, review of the procedures outlined in the Parent, Teacher, Student Handbook, Parent Education, and Red Ribbon Week activities.

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

Suicide Prevention Policy
If Charter School serves students in grades 7-12, Charter School shall comply with the requirements of AB 2246 (2016), codified in Education Code section 215, including but not limited to the requirement that the school’s pupil suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

Facility Safety
The Charter School’s facilities will comply with the State Building Code, the Americans with Disabilities Act (“ADA”) and all other applicable fire, health and structural safety requirements, and will maintain on file readily accessible records documenting such compliance. The Charter School Executive Director will provide LAUSD, if requested, with all building plans and permits to ensure and document compliance with the California Building Code (Part 2 (commencing with section 101)
of Title 24 of the California Code of Regulations) as adopted and enforced by the local building enforcement agency; federal American Disabilities Act (ADA) access requirements, and any other applicable fire, health, and structural safety requirements. Among the many health and safety laws that could be followed is the Healthy Schools Act- California Education Code Section 17608, which details pest management requirements for schools. The District shall be provided a Certificate of Occupancy issued by the City (or County), allowing petitioners to use and occupy the site at least 45 days prior to the date the Charter School is scheduled to open.” The Charter School shall conduct fire drills as required under Education Code Section 32001.
Element 7 – Means to Achieve Racial and Ethnic Balance

“The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” (Ed. Code § 47605(b)(5)(G).)

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

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

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

Compliance Assurance
IBA2 shall make a concerted effort in the term of this charter to assure a diverse, multicultural student body that meets LAUSD’s Racial and Ethnic Balance goals. IBA2 serves students from Canoga Park, Northridge, Reseda, Van Nuys, Chatsworth and its surrounding areas. IBA2 currently serves students who are 50.5% Latino, 11.1% Black or African American, 2.6% Asian, 6.8% Filipino, 24.2% White and 4.7% Two or More Races. IBA2 has experienced changes in its demographics over the past 3 years as we have made having a diverse student body a priority. Since 2014, there has been a 12.3% increase in the number of Latino students attending IBA2, growing from 38.2% to 50.5%. The number of Asian students has remained consistent from 2% to 2.6%, and a decrease of 12% in the number of White students attending IBA2, from 36.2% in 2014 to 24.2% in 2017. The number of Black or African American students has stayed consistent, fluctuating insignificantly over the past 3 years, between
11.1-13.8%. Significant subgroups such as Filipino have seen an increase from 2.6% in 2014 to 6.8% in 2017.

IBA2 actively recruits a diverse student population from within the San Fernando Valley. Recruitment continuously remains a priority to maintain the targeted enrollment throughout the life of the Charter School. The Charter School Executive Director, Charter School Principal, Charter School staff and Executive Board members, and parents are encouraged to continuously seek students who are of the age in which they can enter IBA2 and start on the path to and through college.

IBA2 strongly believes that students with a variety of life experiences add to the learning experiences of all. Students and families learn from others how to respect different viewpoints and find commonalities in all people. IBA2 is committed to ensuring that all students and families involved with our recruitment process are made to feel welcomed and respected. The target enrollment area includes the cities surrounding the Northridge campus including Canoga Park, Reseda, Van Nuys and Chatsworth. We recruit students from various racial and ethnic groups with socio-economic diversity so as to achieve a balance that reflective of the greater Los Angeles area and the population of families residing within the territorial boundaries of the Los Angeles Unified School District. The Charter School maintains an accurate accounting of the ethnic and racial makeup of the students enrolled at the Charter School. It also documents the efforts made to achieve racial and ethnic balance.

IBA2 continually reaches out to the community as its primary means of student recruitment.

IBA2 provides information about the Charter School to those who are interested throughout the year. IBA2 provides lottery forms at its Information Sessions and Tours which are scheduled from September through January of each year for interested students. The recruitment and enrollment process is an extensive outreach effort in the San Fernando Valley that includes partnership building, advertisements and formal, public information sessions. Recruitment materials will be in the language necessary to communicate the message to targeted groups. Materials that will be utilized are brochures with information about IBA2, the mission statement of the Charter School, newsletters, lottery applications, and contact information. Additionally, IBA2’s website includes information about the Charter School’s mission, vision, goals and values along with additional information regarding our innovative programs and opportunities at IBA Charter Schools. Contact information and how to complete the lottery form are also available on-line. The IBA2 website has Google Translate embedded into it so that the entire webpage and all materials can be instantly translated into various languages.

In order to reach out to students beyond the Northridge borders, IBA2 distributes flyers in English and Spanish in community centers, childcare centers, businesses, libraries, social service agencies, faith-based organizations, apartment complexes, recreational facilities, and grocery stores. IBA2 combines outreach with community-building activities in order to facilitate the interaction of current IBA2
students with the larger community. Perhaps the best 'advertisement' for IBA2 is its enthusiastic students, politely interacting with prospective parents and their children.

Each year, the IBA2 Booster Club sponsors a monthly fundraising event at local eateries throughout the San Fernando Valley with proceeds supporting the Charter School. These events help to strengthen the Charter School community and pride. In addition, they provide mutually beneficial and positive interactions with our community stakeholders and business owners. At each event, an information table is set up with lottery forms, informational flyers, and newsletters in English and Spanish to give the community and potential new families, information about the Charter School. Furthermore, students, staff and current families are on hand to answer questions and collect lottery forms.

**Table 7.1: IBA2 2017-2018 Restaurant Nights**

<table>
<thead>
<tr>
<th>Restaurant</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poquito Mas</td>
<td>September 27, 2017</td>
</tr>
<tr>
<td>Wendy’s</td>
<td>October 25, 2017</td>
</tr>
<tr>
<td>California Pizza Kitchen</td>
<td>January 31, 2018</td>
</tr>
<tr>
<td>Sharkey’s</td>
<td>March 21, 2018</td>
</tr>
<tr>
<td>The Stand</td>
<td>April 25, 2018</td>
</tr>
<tr>
<td>Chipotle</td>
<td>May 23, 2018</td>
</tr>
</tbody>
</table>

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

IBA2 is always looking for additional ways to spread the word about the Charter School and participates and supports other community causes and efforts whenever possible.
Element 8 – Admission Requirements

“Admission requirements, if applicable.” (Ed. Code § 47605(b)(5)(H).)

Documentation of Admissions and Enrollment Processes

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request.

Homeless and Foster Youth

Charter School shall adhere to the provisions of the federal McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School is open to enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment.

Charter School shall comply with all applicable federal and state laws regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time. Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the applicable provisions of AB 379.

Non-Discrimination

Charter School shall not require a parent/legal guardian/student to provide information regarding a student’s disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.
Charter School shall not request or require submission of a student’s IEP, Section 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

Admission Requirements

IBA2 will admit all pupils who wish to attend as outlined in Education Code 47605 (d)(2)(A). Enrollment to the Charter School is open to any resident of the State of California. IBA2 is a tuition free public charter school with no specific requirements for admission. IBA2 is fully committed to serving ALL students who wish to attend, regardless of socio-economic status, race/ethnicity, academic achievement level, special education needs, or other “risk factors.”

Student Recruitment

The Charter School will engage in the following outreach activities:

1. Marketing Materials: Designed flyers and distributed informational materials to appeal to various racial and ethnic groups as well as socio-economically disadvantaged families and families with students with disabilities within the District. Flyers have been distributed at community centers, regional centers, famers’ markets, swap meets, local markets, coffee shops, libraries, churches, temples, preschools, and businesses. Materials are in English and Spanish.

2. Host Community Events: Charter School host various community events to include student showcases, Open Houses, Community Visits, and other similar promotional activities.

3. Advertising: The Charter School will advertise in English and Spanish local newspapers in the San Fernando Valley. The Charter School will update its current website and digital newsletter. The Charter School will issue press releases, advertise in newspaper publications and radio stations as funding allows. The Charter School will also advertise in local publications specific to the target community.

4. Attend and Establish Presence at Community Events: The Charter School shall make significant efforts to establish visibility in the community. The Development Director has directed the participation of community events such as the Chatsworth Christmas Parade and the Canoga Park Memorial Day Parade will help inform the community of the Charter School and educational program.

5. Establish Partnerships with Community Organizations: The Charter School shall continue to explore potential partnerships within the local community.
6. **Social Media and Online Advertising**: The Charter School has designed a website for interested parents and community members to visit to learn more about the Charter School. The Charter School also hosts a Facebook Page and Twitter Page, and will continue to stay up to date with social media platforms.

**Lottery Preferences and Procedures**

Lottery Forms are available in English and Spanish, on-line and hard copies are available in the Charter School office. Parents may complete them on-line at home or at the school. Office Staff are available to assist parents with completing the on-line form or the hard copy. If parents are unable to come to the school during work hours, the parents can make an appointment to complete the Lottery Form. Lottery Forms will be accepted during a publicly advertised open enrollment period during an application period that extends from the day after the previous school lottery and until 5:00 PM on the last weekday in the month of January prior to the next given school year. Following the open enrollment period each year, applications shall be counted to determine whether the Charter School has received more applications than availability. In the event that this happens, the Charter School will hold a public random lottery in accordance with Education Code §47605(d)(2) and all federal requirements to determine enrollment for the Charter School, with the exception of existing students of Ivy Bound, who are guaranteed enrollment in the following school year. The procedure of the public random lottery will be posted on the Charter School’s website.

1. In the event that the number of applications of interest exceeds capacity at the Charter School, the random, public lottery will be held at the school site on or before the third Wednesday in February, with notification and intent letters mailed within 2 weeks of that date. The lottery will be held at the school site on a weekday evening to ensure that interested parties can attend; however, attendance at the lottery is not required. The date, time and Charter School location is published on the Charter School’s website and bulletins throughout the District and surrounding area. The Charter School will verify that the Lottery Forms do not include any duplications and the submission numbers will be aggregated by grade level and a random barcode will be attached to each lottery form. The barcode is taken out of a hat and then scanned. After being scanned, the student's name appears so that the interested parties can view the results. Once the aggregation is complete, the results will be announced as well as projected for the number of spots available in that grade level. A copy of all pre and post lottery enrollment forms, waiting lists, and lottery results will be kept on file in the administrative office.

There will be two Charter School employees present at the lottery, one being the Officer Manager in charge of enrollment and admissions.
The random public lottery shall be conducted as follows:

a. Grade 5 lottery will be conducted first.

b. In other grade categories, should more than one grade require selection by lottery, the order that grades are filled will also be determined by a lottery.

c. Consistent with California and federal law and federal non-regulatory guidance, the school will provide a preference for:
   1. siblings of current students
   2. students who reside within LAUSD boundaries
   3. siblings of current applicants in same or other grades.

   **No preferences will be honored if the lottery form was not received by its due date, the last Friday in January.**

d. Lottery forms for each grade level will be separated into piles according to their preference category and will be counted and numbered. If the number of lottery forms in the preference category would not exceed the grade’s capacity, all students applying for enrollment in that stage will be admitted. When a category is reached where the number of lottery forms would exceed the grade’s remaining capacity, the lottery forms in that category will be barcode and drawn until capacity is reached. A student whose lottery form barcode is drawn will be admitted and the parents will at that time complete the enrollment packet.

e. Once all grades are filled to capacity, a waiting list will be drawn for each grade in case a vacancy should arise prior to or during the school year. The order of the waiting list will be determined in the same categories as outlined above. Lottery forms will be redistributed into categories in order of priority preference using an identical method of placing the barcode assigned to lottery forms in that category and will be drawn until all lottery forms have been ordered and placed on the wait-list.

2. The Office Assistant will send Admission or wait-list confirmations within two weeks of the random, public lottery.

3. If a student is accepted via the lottery, that family must confirm that the student will attend the Charter School by a Confirmation Deadline - date specified in the admission’s offer letter (approximately 2 weeks after the lottery). The Charter School will hold a post-lottery enrollment session before the Confirmation Deadline to supply additional information and to assist families in filling out forms. Each student accepting admission will receive an enrollment packet with all of the forms necessary to enroll at IBA2.

4. If completed enrollment packet is not submitted by the date required, the slot will be forfeited.
5. Wait-lists will be maintained for the current enrollment year only. It will be kept until October 1st. Families interested in remaining on the waiting list for the current school year must inform the office by e-mail or U.S. mail on or before this date. Wait-lists will not carry over to the following year and those applicants on the wait-list must re-apply the following year.

6. Any Lottery Forms received after the open-application deadline shall be date and time stamped and either (a) placed on the end of the waiting list for the applicable grade in the order they are received; or (b) if applying for enrollment in grade that is not yet at capacity the student will automatically be admitted; or (c) if applying for a grade that is at capacity but which does not yet have a wait-list will be placed in the first position on a wait-list for that grade.

7. Once placed on a wait-list, a student will remain on the list until one of the following occurs:
   a. The student is accepted into the Charter School as space becomes available and enrolls in the Charter School.
   b. The parent/guardian requests that the student be removed from the wait-list.
   c. The parent/guardian does not inform the Charter School of his/her intentions to continue to be on the current year wait-list by October 1st.
   d. The end of the current school year.

8. When a space becomes available in a grade level, the slot will be offered to the first name on the wait-list for that grade level if a wait-list exists for that grade level. The Office Manager will notify the parent/guardian by phone or email to contact information on the lottery form.

9. It is the parent’s responsibility to update their contact information continuously with the Charter School. The Charter School shall not be responsible for failure to contact a wait-listed parent due to expired contact information.

10. Once notified of an available slot, a parent/guardian will have the following options:
    a. Accept the available slot based on the following timeline:
       1. Prior to April 16 - confirm enrollment and submit registration paperwork within ten (10) business days.
       2. After April 16 - confirm enrollment and submit registration paperwork within five (5) business days.
       3. After June 16, but prior to the start of the enrollment year - confirm enrollment and submit registration paperwork within three (3) business days.
       4. After the enrollment year begins - confirm enrollment and submit registration paperwork within one (1) business day, 24 hours.
    b. Decline the available slot and be removed from the wait-list.
c. Decline the available slot and be placed at the end of the wait-list.

11. If the slot is not accepted or a slot is forfeited due to late registration materials or scheduling a start date for the student, the slot will be offered to the next name on the list and the above procedure will continue until either the slot is filled or the wait-list is exhausted. Parents who have accepted enrollment but who have forfeited their “slot” due to late or missing registration materials or start date for the student will have the opportunity to be placed at the end of the wait-list.

12. In the event a situation arises that is not covered by this procedure, the Executive Director will determine the fairest method for resolution of the issue.

Enrollment Process
The process of identifying and serving these and all students begins with a detailed registration packet after students have been admitted. Families choosing to attend Ivy Bound after acceptance will complete the Enrollment Packet. After the student is accepted, the Charter School shall ensure that the following forms are collected:

- Birth Certificate, Baptismal Certificate, Copy of Passport or other proof of age
- Free and Reduced Lunch Application
- Immunization Record
- Utility Bill or similar (to verify address)
- Report of Health Examination for School Entry
- Health Card
- Report Card
- Home Language Survey
- Release of Records Form
- Standardized Test Results
- Copy of IEP or 504 if applicable. (Required procedures for the transfer of program between SELPA(s) shall be followed as applicable.)
- GATE Program if applicable
- EL Status or CELDT/ELPAC Scores
- Placement Assessment if needed for Mathematics

Based on data gathered from existing documentation and the Ivy Bound enrollment process, the staff of Ivy Bound makes every effort to identify needs early on and begin the process of addressing those needs. An explanation of the enrollment process and the rules to be followed during the lottery are available at all times on our web site and can be translated via the website into any language requested. Additionally, this information will be listed in a letter accompanying the Enrollment Packet. Information will include the requirement that all applications must be submitted online, and that computers and assistance will be available at the school site.
Element 9 – Annual Financial Audits

“The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.” (Ed. Code § 47605(b)(5)(I).)

Charter School shall provide for an annual audit that shall be conducted in compliance with applicable state and federal laws, including but not limited to the requirements of Education Code sections 47605(b)(5)(I) and 41020 as they may be amended from time to time. Charter School shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

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

a. Provisional Budget – Spring prior to operating fiscal year
b. Final Budget – July of the budget fiscal year
c. First Interim Projections – November of operating fiscal year
d. Second Interim Projections – February of operating fiscal year
e. Unaudited Actuals – July following the end of the fiscal year
f. Audited Actuals – December 15 following the end of the fiscal year
g. Classification Report – monthly according to Charter School’s Calendar
h. Statistical Report – monthly according to Charter School’s Calendar of Reports

In addition:
- P1, first week of January
- P2, first week of April

i. Instructional Calendar – annually five weeks prior to first day of instruction
j. Other reports as requested by the District

Annual Audit Procedures

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

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

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

IBA2 shall promptly respond to all reasonable inquiries, including but not limited to, inquiries regarding financial records, from the District and shall consult with the District regarding any inquiries.

The independent financial audit of the Charter School is a public record to be provided to the public upon request.
Element 10 – Suspension and Expulsion Procedures

“The procedures by which pupils can be suspended or expelled.” (Ed. Code § 47605(b)(5)(J).)

General Provisions

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall ensure that its staff is knowledgeable about and complies with the District’s Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School’s student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

Students with Disabilities

Charter School shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, pending the completion of the expulsion process, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement determined in coordination with the LAUSD Division of Special Education.

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

A. Was the misconduct caused by, or directly and substantially related to the student’s disability?
B. Was the misconduct a direct result of the Charter School’s failure to implement Section 504?

**Notification of the District**

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- Completed “Notification of Charter School Expulsion” [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School’s policies and procedures were followed
- Copy of parental notice of expulsion hearing
- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student’s compliance for reinstatement, appeal process, and options for enrollment
- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
  A. Was the misconduct caused by, or directly and substantially related to the student’s disability?
  B. Was the misconduct a direct result of Charter School’s failure to implement Section 504 Plan?

Notwithstanding and apart from the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the superintendent of the student’s district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code section 49068 (a) and (b).

**Outcome Data**

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

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

Readmission

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

Reinstatement

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

Gun-Free Schools Act

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

School Climate and Student Discipline System

IBA2 has developed a student discipline system where the ultimate goal is to empower parents and students with the opportunity to acquire and demonstrate leadership skills like problem solving, conflict resolution, collaborative decision-making, and the ability to consider other viewpoints as well as take personal ownership of life situations. IBA2 has established a positive school climate and strategies to prevent and mitigate the need for disciplinary measures. From the initial setting of expectations through the Charter School's consistent reinforcement of student standards, IBA2 students will be constantly acculturated to the Charter School's values and expectations. IBA2 will create a school environment in which inappropriate behavior is recognized by teachers, parents and
students as harmful to the interests of all and, therefore, not acceptable and is based on the principles of being responsible and accountable for our actions.

Schoolwide Positive Behavior Support
IBA2 approaches schoolwide behavior management through the paradigm of teaching, monitoring, and rewarding students for positive behavior. This is done using a model of schoolwide positive behavior support. The use of this model emphasizes a proactive approach to preventing challenging behaviors, rather than a reactive approach to perpetuating problem behaviors. This model addresses behavior management on a continuum of three levels of support:

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

The school climate at IBA2 is one of support, understanding, and respect. Every effort is made to model appropriate behavior and to be proactive in preventing the need for challenging behavior.

Underlying this progressive behavior management approach is the notion that students must be in the classroom to learn. Therefore, every effort is made to limit time outside of the classroom due to behavior. Certain behavior expectations for the students are therefore essential to achieving these aims. Student attentiveness, cooperation, punctuality, an attitude of readiness to learn, being prepared and respect for peers, adults, and property are some of the requirements to stay learning focused. We have developed the I AM IVY BOUND campaign to create a schoolwide connection and language to support our goals.
Table 10.1: I AM IVY BOUND

<table>
<thead>
<tr>
<th>I am an IVY BOUND</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I am Scholarly.</td>
<td></td>
</tr>
<tr>
<td>I am prepared and punctual</td>
<td></td>
</tr>
<tr>
<td>I am intellectually curious</td>
<td></td>
</tr>
<tr>
<td>I strive for academic excellence</td>
<td></td>
</tr>
<tr>
<td>I am Honorable.</td>
<td></td>
</tr>
<tr>
<td>I respect my school, my peers, and myself</td>
<td></td>
</tr>
<tr>
<td>I am ethical, reliable, and diligent</td>
<td></td>
</tr>
<tr>
<td>I am trustworthy, kind, and humble</td>
<td></td>
</tr>
<tr>
<td>I am Visionary.</td>
<td></td>
</tr>
<tr>
<td>I contribute and positively participate</td>
<td></td>
</tr>
<tr>
<td>I cherish and preserve my environment</td>
<td></td>
</tr>
<tr>
<td>I am responsible for my past, present, and future</td>
<td></td>
</tr>
</tbody>
</table>

Tiered Behavior Intervention

IBA2 implements a tiered behavior intervention to assist students in correcting their inappropriate behavior and making good choices. IBA2 utilizes a merit system to reward and recognize positive actions when students are scholarly, honorable, and visionary and a demerit system to address and correct negative actions when students are violating scholarly, honorable or visionary behavior. The teachers use their knowledge of students and students’ accommodations to include students with disabilities to ensure equitable treatment. Teacher utilize other strategies to improve behavior to include proximity, non-verbal cues and rewarding positive behavior, rather than simply issuing demerits. This ensures that students with disabilities are not disproportionately receiving demerits. The consequences of receiving a demerit is as follows: 1 Demerit is a warning to the student to correct
the behavior. 2 Demerits is a conference between the student and the Assistant Principal. 3 Demerits is a phone call home by the Assistant Principal. 4 Demerits is an invitation to attend Friday Afternoon Reflection where the student reflects on his/her behavior in an assignment demonstrating how to be a scholarly, honorable or visionary student.

*Table 10.2: IBA2 Merit/Demerit System*

<table>
<thead>
<tr>
<th>MERITS ACTIONS</th>
<th># OF MERITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earn merits. Be Scholarly, Honorable, and Visionary.</td>
<td>Minimum of 1</td>
</tr>
<tr>
<td>Examples:</td>
<td></td>
</tr>
<tr>
<td>• Offering extra assistance in class</td>
<td></td>
</tr>
<tr>
<td>• Asking/Answering thoughtful questions</td>
<td></td>
</tr>
<tr>
<td>• Putting others before yourself</td>
<td></td>
</tr>
<tr>
<td>• Modeling exceptional behavior consistently</td>
<td></td>
</tr>
<tr>
<td>• Being helpful toward teachers and peers</td>
<td></td>
</tr>
<tr>
<td>• Keeping the school clean</td>
<td></td>
</tr>
<tr>
<td>• Mentoring other students</td>
<td></td>
</tr>
<tr>
<td>• Being respectful toward staff and peers</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DEMERITS ACTIONS</th>
<th># OF DEMERITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Violations to Scholarly Behavior</td>
<td></td>
</tr>
<tr>
<td>a. Tardiness to Class once at School</td>
<td>1</td>
</tr>
<tr>
<td>b. Unpreparedness</td>
<td>1</td>
</tr>
<tr>
<td>c. Missing Assignments</td>
<td>1</td>
</tr>
<tr>
<td>d. Failing Grades</td>
<td>1</td>
</tr>
<tr>
<td>e. Visiting an Unauthorized Website</td>
<td>1-4</td>
</tr>
<tr>
<td>2. Violations to Honorable Behavior</td>
<td></td>
</tr>
<tr>
<td>a. Cheating / Plagiarism</td>
<td>1-4</td>
</tr>
<tr>
<td>b. Verbal / Physical Bullying</td>
<td>1-4</td>
</tr>
<tr>
<td>c. Stealing</td>
<td>1</td>
</tr>
<tr>
<td>d. Stealing</td>
<td>1</td>
</tr>
<tr>
<td>e. Foul Language</td>
<td>1-4</td>
</tr>
</tbody>
</table>
Professional Development
IBA2 provides professional development to staff on classroom management and student engagement. Teachers are trained on how to recognize behaviors that are inappropriate yet not severe, so that the teacher can redirect the student in a positive and respectful manner. Summer Professional Developments on Positive Behavior support are designed to indoctrinate new teachers into the positive behavior supports used schoolwide at IBA2 and uses returning teachers’ feedback to minimize problems once the new school year begins. Some positive behavior supports that IBA2 uses are invitations to special events, a student award, and special assemblies. As follow up, discipline and demerits are reviewed in weekly Friday meetings to identify trends and address concerns. At these meetings teachers may be paired to work together if a pattern of behavior is recognized in one class but not the other. Strategies and tips will be shared to make the student accountable and build relationships.

Alternatives to Suspension
IBA2 is committed to ensuring that students are in the classroom to learn, so a variety of alternatives to suspension are used. One of the strongest motivating factors for students to demonstrate appropriate behavior is earning Merits or Demerits. The students are consistently reminded of what it means to be an IBA2 student demonstrating scholarly, honorable and visionary behavior. The students earning Merits enjoy the privileges that they earn. The students earning Demerits have the opportunity to reflect on their behavior at the lowest level. Demerits are a proactive way to prevent more serious behavior that may lead to suspension because it encourages more desirable behavior. Some examples of alternative to suspension include:

- Additional assignments to be completed at home and/or at school, overseen by teachers.
- Parent meetings with teachers and/or Charter School Principal
• Mandatory study hall during and/or after school
• Loss of incentives or privileges (for example, free dress day, field trip or special event)
• Daily conduct log, in which a student is required to get teacher acknowledgement of appropriate behavior after each class).
• Daily homework log, in which a student is required to get teacher acknowledgment of completion of homework before the end of each class period daily.
• Written apology for misconduct and responsibility letter that outlines how better choices will be made in the future. Problematic choices are identified and addressed to learn from the mistakes made.
• Positive Behavior Contract with notice to parents and explanation of required improvement.
• Referral to Charter School counselor or other Charter School support staff.

• IBA2’s Principal or Assistant Principal will bear primary responsibility for overseeing all student discipline referrals and based on the severity of the action, will respond fairly and appropriately. The Charter School Principal or Assistant Principal will document on the Student Discipline Report how the action was handled. The discipline report will be sent home to be signed by the student's parent or guardian and must be returned the following day. If the discipline report is not returned, the Principal or Assistant Principal will follow-up with a telephone call to the parent or guardian. A copy will be placed in the student's file and uploaded to PowerSchool for the teachers to be aware.

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

**Grounds for Suspension and Expulsion**
Students will be subject to discipline for misconduct occurring on school grounds, while going to or coming from school, during the snack and lunch periods, whether on or off the school campus or during, going to, or returning from a school-sponsored activity.
Suspension
A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:

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

k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

m) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.

n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.

q) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school
property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.

r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

t) Intentionally harassed, threatened or intimidated school personnel or volunteers, and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.

ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.

iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) “Electronic Act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
   i. A message, text, sound, video, or image.
   ii. A post on a social network Internet Web site including, but not limited to:
      (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
      (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
      (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
   iii. An act of cyber sexual bullying.
      (a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
      (b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

The Principal or Assistant Principal may recommend suspension for the above acts, but will take into consideration the discipline record of the student, the strategies previously employed to correct behavior, the severity of the incident, and the intent of the student to cause severe harm. The safety of the school including students and staff is always taken into account.

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

   a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

Expulsion

3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

   a) Caused, attempted to cause, or threatened to cause physical injury to another person.

   b) Willfully used force or violence upon the person of another, except self-defense.

   c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

m) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.

n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.

q) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.

r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

t) Intentionally harassed, threatened or intimidated school personnel or volunteers, and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) rights by creating
an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.

ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.

iii. Causing a reasonable student to experience substantial interference with his or her academic performance.

iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) “Electronic Act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

i. A message, text, sound, video, or image.

ii. A post on a social network Internet Web site including, but not limited to:

   (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

   (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

iii. An act of cyber sexual bullying.

(a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

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

v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.
If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

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

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

The Principal or Assistant Principal may recommend expulsion for the above acts, but will take into consideration the discipline record of the student, the strategies previously employed to correct behavior, the severity of the incident, and the intent of the student to cause severe harm.

Out-of-School Suspension Procedures

STEP ONE:
The Charter School Principal or Assistant Principal will thoroughly investigate the incident to include interviewing the victim, the witnesses and the alleged student while providing due process to the student. The student should be given the opportunity to respond to any allegations prior to the issuance of a suspension. The Principal or Assistant Principal will determine whether or not the behavior merits suspension. Searches: in order to investigate an incident, or where there is reasonable suspicion, a student's attire, personal property, vehicle or school property, including books, desks, and school lockers, may be searched by the Charter School Principal or Assistant Principal who has a reasonable suspicion that a student possesses illegal items or illegally obtained items. These may include illegal substances, drug paraphernalia, weapons or other objects or substances that may be injurious to the student or others. Illegally possessed items shall be confiscated and turned over to the police.
STEP TWO:
An informal conference conducted by the Principal or Assistant Principal, will be held, with the student and the student’s parent or guardian to discuss the circumstances relevant to the suspension. This conference may be omitted if the Principal or Assistant Principal determines that an emergency situation exists. An emergency situation involves a clear and present danger to the lives, safety or health of students or school personnel. If the student is suspended without a conference, the parents will be notified of the suspension and a conference will be conducted when the parent comes to pick up the student from school. If the Charter School is unable to reach a parent or guardian after all avenues are exhausted, a notice may be mailed or emailed inform the parents or guardians of the situation and the subsequent consequences.

STEP THREE:
The length of the suspension will be determined by the Principal or Assistant Principal based on the severity of the offense(s), as evidenced by witness statements, physical evidence, and other relevant factors. The length of suspension for students may not exceed a period of 5 continuous days. A student may be suspended from school for not more than 20 school days in any school year; this restriction on the number of days of suspension may be extended for not more than 30 days; however, when the suspension is extended pending an expulsion. A Special Education student shall not be suspended for more than 10 days each school year. The Principal or Assistant Principal will collect and provide the suspended student with classroom material and current assignments to be completed at home during the length of the suspension. Written or email notification, listing all required assignments, are sent to the student’s parents and all needed materials are left in the front office for parents to pick up.

STEP FOUR:
A notice of Suspension form is prepared for the student and parents or guardians with the specific offense committed the time of a student ‘s suspension and the date and time the student may return to school. The notice will be provided at the suspension conference. If the parent or guardian does not attend the conference, the notice will be mailed to the home address of record. A copy of this form will be placed into the student's cumulative folder. The Principal or Assistant Principal will collect and provide the suspended student with classroom material and current assignments to be completed at home during the length of the suspension. Written or email notification, listing all required assignments, are sent to the student’s parents and all needed materials are left in the front office for parents to pick up. Students take all tests and quizzes missed upon their return to school.

STEP FIVE:
The Principal or Assistant Principal determines whether the offense warrants a report to law enforcement authorities. California law requires that IBA2 report certain offenses to law enforcement authorities (Ed. Code 48902). In such cases, the appropriate law enforcement agencies will be notified. In addition to the offenses listed under "Mandatory Expulsion/ Suspension" that require a police report, school personnel may be required by law, to file a report to the police or a legal agency as follows:
prior to suspending a student from school for an assault upon any person with a deadly
weapon or by force likely to produce great bodily injury (Ed. Code 48902)
a non-accidentally inflicted physical injury upon a minor student by another student which
requires medical attention beyond the level of school applied first aid. (Penal Code 11166)
a non-accidentally inflicted physical injury by any person upon any minor which requires
any medical attention. A report must be made to police or a child protection agency. (Penal
Code 11166)
actual or suspected sexual abuse or physical abuse of any minor child. A report must be
made to a child protection agency. (Penal Code 11166)
an attack or assault on, or the menacing of, any school employee by a student. (Ed. Code
44014)
a directly communicated threat by a student or any person to inflict unlawful injury upon
the person or property of a school employee to keep the employee from fulfilling any
official duty or for having fulfilled any official duty.
possession of any controlled substance, drug paraphernalia, alcoholic beverages or
intoxicants, including glue containing toluene. Possession of such materials is illegal, and
upon confiscation, cannot be retained by school personnel. (Ed. Code 48900(c)
acts of school misconduct in violation of court imposed conditions on probation. (Ed.
Code 48267)
truancy of any student under court ordered mandatory attendance.

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

Appeal Process
A student or the student's parents/guardians may appeal an out of school suspension that is imposed
upon a student for his/her school related offenses. An appeal in writing may be made to IBA2 and
directed to the Executive Director. Such appeals shall be resolved with a written response within one
day, 24 hours of the receipt of the appeal. The appeal decision of the Executive Director is final.

Expulsion Procedures
Step One:
Upon a recommendation of expulsion by the Principal or Assistant Principal, the student and the
student’s parent or guardian will be invited to a conference to determine if the suspension for the
student should be extended pending an expulsion hearing. This determination will be made by the
Executive Director upon either of the following determinations: 1) the pupil's presence will be
disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either
determination, the student’s suspension will be extended pending the results of an expulsion hearing. At that time, the Principal or Assistant Principal will collect and provide the suspended student with classroom material and current assignments to be completed at home during the length of the suspension until action is taken by the Administrative Panel. Written or email notification, listing all required assignments, are sent to the student’s parents and all needed materials are left in the front office for parents to pick up.

The parent/guardian must return the student’s school work weekly and retrieve the next week of work until the expulsion hearing. The student will be graded only on the work assigned and will not be held accountable for missing tests or quizzes. In the event that the student is suspended pending an expulsion hearing during statewide examinations, the Principal or Assistant Principal will collaborate with the parent/guardian to allow the student to take the exams at a school facility with a designated proctor. The parent/guardian will make the student available for these exams.

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

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

The Principal or Assistant Principal shall mail the written notice of the hearing to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. This will be sent via U.S. Mail. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific fact(s), charge(s) and offense(s) upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to receive information in appropriate alternative formats to persons with disabilities, as required by Section 202 of the American Disabilities Act of 1990;
7. The right to translated information and translator;
8. The right to inspect and obtain copies of all documents to be used at the hearing;
9. The opportunity to confront and question all witnesses who testify at the hearing;
10. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Step Three:
A student may be expelled following a hearing before an Administrative Panel. The Administrative Panel will consist of three to five individuals: A Chairperson will be the administrator from the other Ivy Bound campus, certificated administrators and teachers from the school site who are not teachers of the student or teachers involved in the incident. The Administrative Panel must agree to be impartial and act in the best interest of rehabilitating the student. In the event that the Administrative Panel has a split decision, the Chairperson’s vote will break the tie. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

Step Four:
The hearing will follow the procedures identified in Ed. Code 48918(a)(1) and the student shall have the right to be represented by an advocate. The student's advocate can be any person, attorney or non-attorney, of the student's choice who is willing and able to represent the student at the expulsion hearing. The student and his/her advocate may present their evidence and arguments, question witnesses, call witnesses, and present materials to the board for consideration. A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made and will be made available to the parents or guardians upon request. If necessary, a translator will be present at the hearing.

Step Five:
While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by evidence presented at the hearing that the student committed an expellable offense, that other means of correction are not feasible or have repeatedly failed to bring about proper conduct, and due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of whom the Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.
If, due to a written request by the pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Sexual Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

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

2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness’ use prior to and during breaks in testimony.

3. At the discretion of the panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

4. The panel conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

5. The panel conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he or she is normally in school, if there is no good cause to take the testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness’ presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is
a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the hearing room during that testimony.

9. Especially for charges involving sexual assault or sexual battery, if the hearing is to be conducted in the public at the request of the pupil being recommended for expulsion, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the panel conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the complaining witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Step Six:

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

If the Administrative Panel decides not to expel, the student shall immediately be returned to his/her educational program at the Charter School.

Step Seven:

The Principal or Assistant Principal following a decision of the Administrative Panel to expel shall mail written notice of the decision to expel within three (3) school days, including the Panel’s adopted findings of fact, to the student and parent or guardian. The Principal or Assistant Principal shall send a copy of the written notice of the decision to expel to the District by U.S. Mail. Upon mailing the notice, it shall be deemed served upon the student or parent/guardian. This notice shall also include the following:
1. Notice of the specific offense(s) committed by the student
2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School
3. The reinstatement eligibility review date
4. A copy of the rehabilitation plan
5. The options of educational placement during the period of expulsion
6. Appeal procedures/protocol

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

Disciplinary Records
The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the District upon request. Outcome data should be maintained including suspension, expulsions and expulsion placements, reinstatements, and out of district expellees.

IBA2 Rehabilitation Plans and Readmission Process

IBA2 is committed to working with the student and the parents or guardians to secure an appropriate alternative educational setting for the student during the term of the expulsion. IBA2 will meet with parents and facilitate enrollment at another school. Immediately following the expulsion, the Principal or Assistant Principal will contact the parent or guardian to assist them in enrolling their student in school. Once the student begins school, the Principal or Assistant Principal will contact the student and the parent or guardian monthly to monitor the student’s academic, behavior and attendance. Each Rehabilitation Plan is unique to the student but it includes measurable goals on number of discipline referrals, number of suspensions, number of days in attendance, and a minimum grade point average during the length of the plan. At the conclusion of the term of the expulsion, the principal or assistant principal will conference with the student and parents or guardian to assess the fulfillment of the
rehabilitation plan. If the student meets the conditions of the Rehabilitation Plan, the Board must readmit the student. If the student does not meet the conditions of the Rehabilitation Plan, it is the responsibility of the Board to communicate why the student and the parent or guardian any related findings that demonstrate how or why the student did not meet the conditions of the Rehabilitation Plan or how and why the student continues to pose a threat to the school community.
Element 11 – Employee Retirement Systems

“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” (Ed. Code § 47605(b)(5)(K).)

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School’s participation in, and/or coverage of its staff members by, the State Teachers’ Retirement System (CalSTRS), the Public Employees’ Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a “government plan” governed by section 414(d) (e.g., CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan’s requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School’s existence under the same CDS code, if mandated by applicable legal and retirement plan requirements.

Certificated Staff Members
IBA2 participates in the California State Teacher’s Retirement System (CalSTRS). Participation in CalSTRS is for certificated staff members like the Executive Director, Principal, Assistant Principal, SPED Coordinator and Teachers. The Charter School understands that it must continue to participate for the duration of the charter school’s existence under the same CDS code. The Executive Director shall be responsible for ensuring that appropriate arrangements for coverage have been made and will be sustained.

Classified Staff Members
IBA2 does not participate in CalPERS. Classified employees, including Office Manager, Office Assistant, Paraprofessionals, Yard Supervisors and Food Services Clerk, will participate in federal social security. The Executive Director shall be responsible for ensuring that appropriate arrangements for coverage have been made and will be sustained.
Other Staff Members

Other staff employees, including Business Manager, Development Director, IT Coordinator and Facilities Manager, will participate in federal social security. The Executive Director shall be responsible for ensuring that appropriate arrangements for coverage have been made and will be sustained.
Element 12 – Public School Attendance Alternatives

“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” (Ed. Code § 47605(b)(5)(L).)

Pupils of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

A pupil who chooses not to attend Charter School may attend a public school within the pupil’s school district of residence in accordance with applicable law and that school district’s policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school’s charter. If LAUSD is the pupil’s school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

Informing Families
Upon enrolling with IBA2, families are notified that IBA2 is a school of choice, and that families can always return to their neighborhood schools. Enrolling at IBA2 is not mandatory.
Element 13 – Rights of District Employees

“The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” (Ed. Code § 47605(b)(5)(M).)

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.
Element 14 – Mandatory Dispute Resolution

“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” (Ed. Code § 47605(b)(5)(N).)

GENERAL PROVISIONS

Any claim, controversy or dispute between the District and Charter School arising out of or relating to this Charter, except for any claim, controversy or dispute related to the authorization (non-renewal, revision and/or revocation) of this Charter, (“Dispute”) shall be resolved pursuant to the terms of this Element 14.

Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys’ fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration, administrative and/or civil action (including all levels of appeal), and no party shall be ordered to pay, or be awarded, any other party’s attorneys’ fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys’ fees, costs and/or expenses, or mediator’s or arbitrator’s fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

PROPOSITION 39 DISPUTES

Any Dispute related to or arising out of Education Code §47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 et seq. (“Proposition 39”), shall be resolved in accordance with the procedures set forth below:

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

Director
Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

Executive Director
Ivy Bound Academy 2
15355 Morrison Street
Sherman Oaks, CA 91403

2) A written response ("Written Response") shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

3) If the Dispute has not been resolved by mutual agreement from the Written Response, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.

4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation
proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

NON-PROPOSITION 39 DISPUTES

Any Dispute not related to or arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below:

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

Unless directed otherwise all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director
Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

Executive Director
Ivy Bound Academy 2
15355 Morrison Street
Sherman Oaks, CA 91403

2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day
following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.

4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

5) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.
Element 15 – Charter School Closure Procedures

“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” (Ed. Code § 47605(b)(5)(O).)

Revocation of the Charter

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. The District may revoke the Charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

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

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

Pursuant to AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

Closure Action

The decision to close Charter School, by the governing board of Charter School must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(i)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its
revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(j)(1) and 47607(f), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process; the governing board of Charter School votes to close Charter School; or the Charter lapses.

**Closure Procedures**

The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

**Designation of Responsible Person(s) and Funding of Closure**

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

In the event that IBA2 closes, the Executive Director will be designated the person responsible for conducting and overseeing all closure related procedures and activities, and allocate sufficient funding for, or otherwise determine how IBA2 will fund these activities. At the discretion of the Executive Director, closure related procedures and activities will be assigned to other administrative officers of the Charter School.

**Notification of Closure Action**

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.

2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.

3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

5. The retirement systems in which Charter School’s employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.

6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.

7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.

8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of Charter School

2. The name(s) and contact information for the person(s) handling inquiries regarding the closure

3. The students’ school districts of residence

4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure

2. The location of student and personnel records
In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school

2. A certified packet of student information that includes closure notice, a copy of the student’s cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results

3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School

2. The name(s) and contact information for the person(s) handling inquiries regarding the closure

3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 calendar days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to the CSD.

**Records Retention and Transfer**

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.

2. Charter School’s process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student’s identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.

4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.

5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).

7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School’s employee records to the designee.

8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.

9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student’s district of residence.

Financial Close-Out
After receiving notification of closure, the California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.
Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.

2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.

3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School’s annual audit if it meets all of the requirements of the annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets

2. Interim financial reports

3. Second interim financial reports

4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.


**Disposition of Liabilities and Assets**

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School’s governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District’s personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.

2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.

3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.

4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated as or by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

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

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

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

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:
a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.

b. Make final federal tax payments (employee taxes, etc.)

c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

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

FACILITIES

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

District-Owned Facilities

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

The circumstances of Charter School’s occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education’s approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety,
and emergency procedures and requirements and shall be subject to inspection by the District’s Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- **Use**: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.

- **Furnishings and Equipment**: The District shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.

- **Leasing; Licensing**: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.

- **Programs, Services, and Activities Outside Instructional Program; Third Party Vendors**
  (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
  (ii) Any program, service, or activity requiring the payment of any consideration or fee provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be
subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.

- Minimum Payments or Charges to be Paid to District Arising From the Facilities:
  (i) Pro Rata Share: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

  (ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School’s legal or equitable interest created by the use agreement.

- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.

  (i) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

  (ii) Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD’s policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

- Real Property Insurance: Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD’s property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall not have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.
Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Facility Compliance: Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.
INSURANCE

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

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

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of $5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above $15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.

2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers’ Compensation Insurance coverage must also include Employers Liability coverage with limits of $1,000,000/$1,000,000/$1,000,000.

3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of $1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is $5,000,000 Combined Single Limit per Occurrence.

4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be $1,000,000 per occurrence/$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.
5. Cyber Liability insurance coverage with minimum limits of $500,000 per occurrence and $500,000 general aggregate.

6. Professional Educators Errors and Omissions liability coverage with minimum limits of $5,000,000 per occurrence and $5,000,000 general aggregate.

7. Sexual Molestation and Abuse coverage with minimum limits of $5,000,000 per occurrence and $5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.

8. Employment Practices Legal Liability coverage with limits of $5,000,000 per occurrence and $5,000,000 general aggregate.

9. Excess/Umbrella Liability insurance with limits of not less than $10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

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

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

"Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed."

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

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

**Hold Harmless/Indemnification Provision**
To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys’ fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys’ fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless “the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School’s vendors, contractors, partners or sponsors.

**Fiscal Matters**

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

**Cash Reserves**
Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.
Third Party Contracts
Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services
In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State’s adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Student Body Funds
Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School’s annual audit as a stand-alone item.

Audit and Inspection of Records
Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

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

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:
- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School’s financial information,
- Charter School’s debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School’s enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

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

**Fiscal Policies and Procedures**
Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

**Apportionment Eligibility for Students Over 19 Years of Age**
Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b)).

**Local Control and Accountability Plan**
In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a “listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)” of section 47606.5(a). These expenditures shall be “classified using the California School Accounting Manual pursuant to Section 41010.” (Ed. Code § 47606.5(b)).
Third Party Contracts
Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

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In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State’s adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

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Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School’s annual audit as a stand-alone item.

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

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

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:
Compliance with terms and conditions prescribed in the Charter agreement,
Internal controls, both financial and operational in nature,
The accuracy, recording and/or reporting of Charter School’s financial information,
Charter School’s debt structure,
Governance policies, procedures and history,
The recording and reporting of attendance data,
Charter School’s enrollment process,
Compliance with safety plans and procedures, and
Compliance with applicable grant requirements.

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

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Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

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In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a “listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)” of section 47606.5(a). These expenditures shall be “classified using the California School Accounting Manual pursuant to Section 41010.” (Ed. Code § 47606.5(b).)
ADDENDUM

Assurances, Affirmations, and Declarations

Ivy Bound Academy Math, Science, and Math Charter Middle 2 (also referred to herein as “IBA2,” “Ivy Bound Academy 2,” and “Charter School”) shall:

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

• Not charge tuition. (Ed. Code § 47605(d)(1).)

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

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

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

• Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). (Ed. Code § 47605(d)(2)(B).)

• If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(d)(3).)

• Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(c)(1).)
Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(c)(2).)

Charter School hereby declares that Charter School, operated as or by its nonprofit public benefit corporation, is and shall be the exclusive public school employer of Charter School’s employees for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code. Charter School shall comply with all provisions of the EERA and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

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

Element 1 – The Educational Program

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

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

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

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

ACADEMIC CALENDAR AND SCHEDULES

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

MATHEMATICS PLACEMENT

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

TRANSITIONAL KINDERGARTEN

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

HIGH SCHOOL EXIT EXAMINATION

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

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

ENGLISH LEARNERS

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

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

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

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

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

Charter School shall reclassify English Learners in accordance with federal and state requirements.
Charter School shall provide parent outreach services and meaningfully inform parents with limited English proficiency of important information regarding Charter School matters to the same extent as other parents.

STUDENTS WITH DISABILITIES

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

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

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

SELPA Reorganization
The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code section 56195.1(a). As a single-District SELPA, the District has created two charter school sections (District-operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of Education on January 4, 2011 (14910-11). Full implementation of the reorganized LAUSD SELPA commenced in the 2013-2014 school year requiring all District-authorized charter schools to elect one of the three options available under the LAUSD SELPA. Prior to an option election, all District-authorized charter schools were required to participate as a school of the District under the District-Operated Programs Unit. Prior to the beginning of the 2013-
2014 school year, all District-authorized charter schools, other than those that had previously executed an Option 3 Memorandum of Understanding (“MOU”), were required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated Program schools do not have LEA status for the purposes of special education but will function in a similar role in that each charter school will be responsible for all special education requirements, including but not limited to services, placement, due process, related services, special education classes, and special education supports. Charter schools that have elected to participate in a District-operated programs option may apply for membership in the Charter-operated Program section of the SELPA. Charter schools accepted for participation in the Charter-operated Programs section receive support from a Special Education Director for the Charter-operated Programs.

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

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

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

- **Statewide Assessment Data**
  
  The standard file including District ID.

- **Norm day**

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

- CBEDS

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

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

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

- Monthly SESAC and Suspension data

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

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

Element 2 – Measurable Pupil Outcomes and
which Pupil Progress Toward Outcomes will be
Measured

Element 3 – Method by

“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.” (Ed. Code § 47605(b)(5)(B).)
“The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.” (Ed. Code § 47605(b)(5)(C).)

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

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

STANDARDIZED TESTING

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

Element 4 – Governance

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

GENERAL PROVISIONS

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

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

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

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

LEGAL AND POLICY COMPLIANCE

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

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

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

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

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

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

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

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

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

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

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

RESPONDING TO INQUIRIES

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

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

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

NOTIFICATION OF THE DISTRICT

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

STUDENT RECORDS

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

PARENT ENGAGEMENT

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

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

Element 5 – Employee Qualifications

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

EQUAL EMPLOYMENT OPPORTUNITY

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

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers are appropriately assigned and fully credentialed in accordance with applicable state requirements for certificated employment, including but not limited to the provisions of Education Code section 47605(l). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.
Element 6 – Health and Safety Procedures

“The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the charter school furnish it with a criminal record summary as described in Section 44237.” (Ed. Code § 47605(b)(5)(F).)

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

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

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

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

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person’s employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014).

Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.
Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of Charter School.

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

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

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

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

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, or otherwise meet the requirements of Education Code section 49406. Charter School shall maintain TB clearance records and certificates on file.
Charter School shall comply with all federal and state legal requirements, including but not limited to the requirements of SB 277 (2015), related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

SAFE PLACE TO LEARN ACT

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

SUICIDE PREVENTION POLICY

If Charter School serves students in grades 7-12, Charter School shall comply with the requirements of AB 2246 (2016), codified in Education Code section 215, including but not limited to the requirement that the school’s pupil suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

Element 7 – Means to Achieve Racial and Ethnic Balance

“The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” (Ed. Code § 47605(b)(5)(G).)

COURT-ORDERED INTEGRATION

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

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

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

Element 8 – Admission Requirements

“Admission requirements, if applicable.” (Ed. Code § 47605(b)(5)(H).)

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request.

HOMELESS AND FOSTER YOUTH

Charter School shall adhere to the provisions of the federal McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School is open to enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment.

Charter School shall comply with all applicable federal and state laws regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time. Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the applicable provisions of AB 379.
NON-DISCRIMINATION

Charter School shall not require a parent/legal guardian/student to provide information regarding a student’s disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

Charter School shall not request or require submission of a student’s IEP, Section 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

Element 9 – Annual Financial Audits

“The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.” (Ed. Code § 47605(b)(5)(I).)

Charter School shall provide for an annual audit that shall be conducted in compliance with applicable state and federal laws, including but not limited to the requirements of Education Code sections 47605(b)(5)(I) and 41020 as they may be amended from time to time. Charter School shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

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

a. Provisional Budget – Spring prior to operating fiscal year
b. Final Budget – July of the budget fiscal year
c. First Interim Projections – November of operating fiscal year
d. Second Interim Projections – February of operating fiscal year
e. Unaudited Actuals – July following the end of the fiscal year
f. Audited Actuals – December 15 following the end of the fiscal year
g. Classification Report – monthly according to Charter School’s Calendar
h. Statistical Report – monthly according to Charter School’s Calendar of Reports
In addition:

- P1, first week of January
- P2, first week of April

i. Instructional Calendar – annually five weeks prior to first day of instruction
j. Other reports as requested by the District

Element 10 – Suspension and Expulsion Procedures

“The procedures by which pupils can be suspended or expelled.” (Ed. Code § 47605(b)(5)(J).)

GENERAL PROVISIONS

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall ensure that its staff is knowledgeable about and complies with the District’s Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School’s student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

STUDENTS WITH DISABILITIES

Charter School shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, pending the completion of the expulsion process, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement determined in coordination with the LAUSD Division of Special Education.
In the case of a student who has an Individualized Education Program ("IEP"), or a student who has a Section 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District’s Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a Section 504 Plan, Charter School’s administrator will convene a Link Determination meeting to ask the following two questions:

A. Was the misconduct caused by, or directly and substantially related to the student’s disability?
B. Was the misconduct a direct result of the Charter School’s failure to implement Section 504?

NOTIFICATION OF THE DISTRICT

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- Completed “Notification of Charter School Expulsion” [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School’s policies and procedures were followed
- Copy of parental notice of expulsion hearing
- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student’s compliance for reinstatement, appeal process, and options for enrollment
- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
  A. Was the misconduct caused by, or directly and substantially related to the student’s disability?
  B. Was the misconduct a direct result of Charter School’s failure to implement Section 504 Plan?

Notwithstanding and apart from the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the superintendent of the student’s district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student
records no later than 10 school days from the date of the request as stated in Education Code section 49068 (a) and (b).

OUTCOME DATA

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

REHABILITATION PLANS

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

READMISSION

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

REINSTATEMENT

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

GUN-FREE SCHOOLS ACT

Charter School shall comply with the federal Gun-Free Schools Act.
Element 11 – Employee Retirement Systems

“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” (Ed. Code § 47605(b)(5)(K).)

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School’s participation in, and/or coverage of its staff members by, the State Teachers’ Retirement System (CalSTRS), the Public Employees’ Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a “government plan” governed by section 414(d) (e.g., CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan’s requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School’s existence under the same CDS code, if mandated by applicable legal and retirement plan requirements.

Element 12 – Public School Attendance Alternatives

“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” (Ed. Code § 47605(b)(5)(L).)

Pupils of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

A pupil who chooses not to attend Charter School may attend a public school within the pupil’s school district of residence in accordance with applicable law and that school district’s policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school’s charter. If LAUSD is the pupil’s school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.
Element 13 – Rights of District Employees

“The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” (Ed. Code § 47605(b)(5)(M).)

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

Element 14 – Mandatory Dispute Resolution

“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” (Ed. Code § 47605(b)(5)(N).)

GENERAL PROVISIONS

Any claim, controversy or dispute between the District and Charter School arising out of or relating to this Charter, except for any claim, controversy or dispute related to the authorization (non-renewal, revision and/or revocation) of this Charter, (“Dispute”) shall be resolved pursuant to the terms of this Element 14.

Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys’ fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration, administrative and/or civil action (including all levels of appeal), and no party shall be ordered to pay, or be awarded, any other party’s attorneys’ fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys’ fees, costs and/or expenses, or mediator’s or arbitrator’s fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.
PROPOSITION 39 DISPUTES

Any Dispute related to or arising out of Education Code §47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 et seq. (“Proposition 39”), shall be resolved in accordance with the procedures set forth below:

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

Unless directed otherwise, all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director
Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

2) A written response (“Written Response”) shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

3) If the Dispute has not been resolved by mutual agreement from the Written Response, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.

4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days
of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

NON-PROPOSITION 39 DISPUTES

Any Dispute not related to or arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below:

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

Unless directed otherwise all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director
Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

Executive Director
Ivy Bound Academy 2
15355 Morrison Street
Sherman Oaks, CA 91403
2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.

4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

5) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

Element 15 – Charter School Closure Procedures

“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” (Ed. Code § 47605(b)(5)(O).)
REVOCATION OF THE CHARTER

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. The District may revoke the Charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

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

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

Pursuant to AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

CLOSURE ACTION

The decision to close Charter School, by the governing board of Charter School must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(i)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(j)(1) and 47607(f), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process; the governing board of Charter School votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.
Designation of Responsible Person(s) and Funding of Closure
Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action
Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
5. The retirement systems in which Charter School’s employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.
6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.
8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:
1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students’ school districts of residence
4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements.

In addition to the four required items above, notification of the CDE shall also include:
1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:
1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student’s cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:
1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 calendar days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to the CSD.

Records Retention and Transfer
Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:
1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.

2. Charter School’s process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.

3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student’s identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.

4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.

5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).

7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School’s employee records to the designee.

8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student’s district of residence.

Financial Close-Out
After receiving notification of closure, the California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.
Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:
1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to Charter School.
This audit may serve as Charter School’s annual audit if it meets all of the requirements of the annual audit.
Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.
For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets
The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School’s governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District’s personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated as or by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

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

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

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.
Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.

b. Make final federal tax payments (employee taxes, etc.)

c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

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

Additional Provisions

FACILITIES

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

District-Owned Facilities
If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

The circumstances of Charter School’s occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.
For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education’s approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District’s Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- **Use:** Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.
• Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.

• Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.

• Programs, Services, and Activities Outside Instructional Program; Third Party Vendors
  (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
  (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.

• Minimum Payments or Charges to be Paid to District Arising From the Facilities:
  (i) Pro Rata Share: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
  (ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School’s legal or equitable interest created by the use agreement.

• Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.
  (i) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
(ii) Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD’s policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

- Real Property Insurance: Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD’s property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall not have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Facility Compliance: Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from...
applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

INSURANCE

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

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

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of $5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above $15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.

2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers’ Compensation Insurance coverage must also include Employers Liability coverage with limits of $1,000,000/$1,000,000/$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of $1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is $5,000,000 Combined Single Limit per Occurrence.

4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be $1,000,000 per occurrence/$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.

5. Cyber Liability insurance coverage with minimum limits of $500,000 per occurrence and $500,000 general aggregate.

6. Professional Educators Errors and Omissions liability coverage with minimum limits of $5,000,000 per occurrence and $5,000,000 general aggregate.

7. Sexual Molestation and Abuse coverage with minimum limits of $5,000,000 per occurrence and $5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.

8. Employment Practices Legal Liability coverage with limits of $5,000,000 per occurrence and $5,000,000 general aggregate.

9. Excess/Umbrella Liability insurance with limits of not less than $10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs. Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. The policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

Evidence of Insurance
Charter School shall furnish to the District’s Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 within 30 calendar days of all new policies, inceptions, renewals or changes, certificates, or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:
“Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed.”

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

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

Hold Harmless/Indemnification Provision
To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys’ fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys’ fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless “the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School’s vendors, contractors, partners or sponsors.

FISCAL MATTERS

District Oversight Costs
The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School’s revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.
Cash Reserves
Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Third Party Contracts
Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services
In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State’s adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Student Body Funds
Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School’s annual audit as a stand-alone item.

Audit and Inspection of Records
Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:
• Charter School is subject to District oversight.
• The District’s statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.
• The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.
Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

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

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

Fiscal Policies and Procedures
Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

Apportionment Eligibility for Students Over 19 Years of Age
Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

Local Control and Accountability Plan
In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a “listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)” of section 47606.5(a). These expenditures shall be “classified using the California School Accounting Manual pursuant to Section 41010.” (Ed. Code § 476