IVY BOUND ACADEMY
Math, Science, & Technology
Charter Middle School

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Contents

Charter Briefing Page .................................................................................................................. 7

Best Practices: ............................................................................................................................ 8

Intervention ................................................................................................................................. 8

Self Study .................................................................................................................................. 10

Community Outreach Plan & Objective ................................................................................... 19

Ivy Bound Academy’s Mission, Vision and Original Charter Outcome ................................. 21

Description of Best Practices .................................................................................................... 22

Assurances .................................................................................................................................. 25

Introduction ................................................................................................................................ 26

Our Mission ................................................................................................................................. 26

Our Vision ..................................................................................................................................... 26

Element One: Educational Program ......................................................................................... 27

A. Who Ivy Bound Academy Serves? ....................................................................................... 27

B. IBA will prepare an educated citizenry for the 21st century .............................................. 29

C. How Learning Best Occurs ................................................................................................... 30

D. Goals to Enable Students to be Self-Motivated, Competent, Life-Long Learners .......... 31

E. Description of the Learning Setting ...................................................................................... 32

   i. Minutes of Instruction Assurances .................................................................................. 32

   ii. Academic Calendar ......................................................................................................... 32

   iii. Daily Schedule ............................................................................................................... 33

Ivy Bound Academy 2011-2012 School-Year Daily Schedule .................................................. 35

Ivy Bound Academy Charter Middle School 2011-12 Friday Schedule ...................................... 36

   iv. A Typical Day at Ivy Bound Academy .......................................................................... 37

F. Instructional Design and Methodologies .............................................................................. 39

Sample Standards-based Unit and Lesson Plan .......................................................................... 42

2. Ivy Bound’s Technology ....................................................................................................... 45

How students learn best: ............................................................................................................ 49
How Teaching Methodologies Meet the Needs of the Target Population................................. 50

G. Curriculum – Scope and Sequence ......................................................................................... 51

IBA currently uses the following textbooks: ............................................................................. 52
Process for Selecting Curriculum, Materials, Instructional Activities ..................................... 52

H. Instructional Strategies for Special Populations ..................................................................... 58
1. English Language Learners ........................................................................................................ 58
2. Academically Gifted Students .................................................................................................. 61
3. Academically Low-Achieving, or At-Risk, Students ............................................................... 61

Student Success Team .................................................................................................................. 64

Students with Individualized Educational Plans .......................................................................... 65

4. Socioeconomically disadvantaged students ................................................................................ 65
5. Special Needs ............................................................................................................................. 65

I. *Special Education Program ....................................................................................................... 66

*SELPA Reorganization .................................................................................................................. 67

*Modified Consent Decree Requirements ...................................................................................... 67

J. Timeline for Implementation ..................................................................................................... 68

K. Teacher Recruitment and Professional Development ............................................................. 69
Professional Development ............................................................................................................... 70

L. No Child Left Behind .................................................................................................................. 72

Element Two: Measurable Outcome Goals .................................................................................. 73

A. Skills, Knowledge, and Attitudes ............................................................................................... 73

Program Goals for All Students ....................................................................................................... 75

B. Frequency of measuring pupil outcomes and use in modifying instruction .............................. 75

C. Accountability for Student Progress .......................................................................................... 76

D. Standardized Tests ...................................................................................................................... 76
CST/CAT-6: ....................................................................................................................................... 76
CELDT: ............................................................................................................................................ 77
SABE: ............................................................................................................................................... 77
PHYSICAL FITNESS: ...................................................................................................................... 77

E. Benchmarks to be met .................................................................................................................. 77
Element Three: Assessment of Outcome Goals ......................................................... 80

A. Method for Measuring Student Outcomes .......................................................... 80
B. State Mandated Assessments Assurances ............................................................ 81
C. Student Progress Reporting .................................................................................. 82
   Family Educational Rights and Privacy Act .......................................................... 83
D. Longitudinal Analysis of Progress ..................................................................... 83

Element Four: Governance Structure .................................................................... 84

A. Assurances: Brown Act, Conflict of Interest, and Audit ........................................ 84
   LAUSD-Specific Language: ................................................................................... 84
B. Nonprofit Public Benefit Corporation .................................................................. 85
C. Board of Directors Responsibilities and Composition .......................................... 85
   Composition of Board, Election, and Terms of Office ......................................... 86
D. Board Meetings .................................................................................................... 87
E. Board Meeting Postings/Notices ......................................................................... 87
F. Stakeholder Involvement ................................................................................... 88
   Advisory Board ........................................................................................................ 88
   Parent Association .................................................................................................... 89
G. Governance Structure/Organizational Chart ....................................................... 90
H. Board of Directors – Resumes ............................................................................ 90

Element Five: Employee Qualifications ................................................................ 91

A. Staff Selection ..................................................................................................... 91
B. Key Personnel Qualifications ............................................................................. 91
C. Performance Evaluations .................................................................................... 100
D. Assurances and Background Checks ................................................................... 101
E. Child Abuse Reporting ...................................................................................... 102

Element Six: Health and Safety ............................................................................. 103

A. Health and Safety Policies .................................................................................. 103
B. Site Compliance .................................................................................................. 106
C. *Insurance Requirements......................................................................................................... 107
D. Child Abuse Reporting ............................................................................................................... 109

Element Seven: Racial and Ethnic Balance ................................................................................. 109
A. Boiler Plate Required Language .............................................................................................. 109
*Court-ordered Integration ............................................................................................................ 109
*No Child Left Behind-Public School Choice (NCLB-PSC) Traveling Students ......................... 110
*Federal Compliance ...................................................................................................................... 110

B. Means of Recruiting a Diverse Student Body ........................................................................ 111

Element Eight: Admissions Requirements .................................................................................... 115
Assurances ...................................................................................................................................... 115
Application Process ......................................................................................................................... 115
Public Random Lottery Drawing and Admissions Preferences ......................................................... 116
Admissions Process .......................................................................................................................... 117
School Orientation and Parent Contract ............................................................................................ 117

Element Nine: Financial Audit ..................................................................................................... 120
*District Oversight Costs ................................................................................................................. 120
*SPECIAL EDUCATION REVENUE ADJUSTMENT/PAYMENT FOR SERVICES ................. 120
*Audit and Inspection of Records .................................................................................................. 120
Annual Audit .................................................................................................................................. 121

Element Ten: Student Suspensions and Expulsions ................................................................ 123
DISCIPLINARY POLICY .................................................................................................................... 123
Gun Free Schools Act ....................................................................................................................... 125
Expulsion and/or Suspension Procedures ...................................................................................... 125
Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses: . 127

BOILER PLATE LANGUAGE ........................................................................................................... 129
DUE PROCESS: ............................................................................................................................... 130
ASSURANCES REGARDING LIST OF OFFENSES ................................................................. 130
PERIODIC REVIEW OF DISCIPLINE POLICIES ................................................................. 131
GENERAL DISCIPLINE POLICIES ......................................................................................... 131
Outcome Data .................................................................................................................................. 131
Rehabilitation Plans ........................................................................................................................ 131
Readmission .................................................................................................................................... 131
Special Education Students ............................................................................................................ 132
Element Eleven: Retirement Program ......................................................... 133

A. Retirement System ............................................................................... 133

B. Code of Conduct for Employees ........................................................... 133

C. Due Process .......................................................................................... 133

D. Other Issues .......................................................................................... 134

Element Twelve: Attendance Alternatives ................................................ 135

Element Thirteen: Employee Rights ........................................................... 136

Element Fourteen: Dispute Resolution ....................................................... 137

A. Disputes arising between IBA and the District - Boilerplate Language .... 137

B. Disputes Arising from within the School ................................................ 138

Element Fifteen: Employee Status and Collective Bargaining .................... 139

Element Sixteen: School Closure Procedures ............................................. 140

Revocation .................................................................................................. 140

*Closure Action ......................................................................................... 140

*Closure Procedures .................................................................................. 140

*Facilities ................................................................................................... 145

District-Owned Facilities: ......................................................................... 145

Facility status: ........................................................................................... 146

Occupancy of the Site: ............................................................................... 147

Health & Safety: ........................................................................................ 147

Asbestos Management: .............................................................................. 147
Charter Briefing Page

Name of Organization Applying for Charter:  
Ivy Bound Academy Math, Science & Technology Charter Middle School

Projected Grades Served:
- Year 1: 5-8
- Year 5: 5-8

Projected Enrollment:
- Year 1: 240
- Year 5: 240

Location Address or Target Neighborhood:
Sherman Oaks

Facility Status/Location:
15355 Morrison Street, Sherman Oaks, CA 91403

Prop. 39 – Application Submitted? NO

Does the location meet Board Policy (Low API, Overcrowded)? NO

Board of Directors:
- Nikki Hashemi – Attorney At Law
- Amir Alimardani – Developer/Business Man
- Nooshin Boloorian – Accountant
- Dr. Gretta Madjzoob – CSUN Professor
- Sue Horowitz – Realtor/Educator
- Erica Hill – Business Woman and Parent of IBA graduated student

Description of Mission:
The mission of Ivy Bound Academy Charter School is to guarantee that our students meet and/or exceed California State content standards, participate actively in technology enhanced instructional delivery, foster a “NO EXCUSE” approach to accountability, and draw from the experiences of mentorship in order to develop the skills required for pursuits in higher education and future careers.

Description of Vision:
Ivy Bound Academy will develop a challenging environment for 5th – 8th grade students that will foster a “No Excuses” attitude towards high academic achievement. High academic standards, technology enhanced active learning, and peer and community mentorship will ensure Ivy Bound students become self-motivated, competent, lifelong learners.

Source/Core of Money: State Funding
3 – 5 Top Leaders/Charter Development Team:
- Kiumars Arzani (Executive Director)
- Michelle Pacifici (Admissions & Records)
- Sima Arzani (Business Manager)
- Leana Smith (Special Education Coordinator)
- Jessica Kiang (General Ed./ Technology Instructor)
- Adam Gaunt (General Ed. English Teacher)

Has your charter applied to any other jurisdiction for approval? NO

Are there any sister charters? NO

Best Practices:
What innovative elements of your charter could be considered “best practices” and replicated by other schools?
Our utilization of technology for a student-paced, mathematics supplementary program in our Math Lab, where students attend 45 minutes daily as one of their required periods, is an engaging and effective way to support and challenge students in filling knowledge gaps from previous years as well as advancing to more complex concepts and contents in mathematics. In Math Lab our students use a web based program called ALEKS (Assessment and Learning in Knowledge Spaces) that is standard based aligned.

Our utilization of technology in all of our classes and courses provides an innovative, student-centered learning experience that engages students enthusiastically in their coursework. Teachers are regularly trained in creating lesson plans that capitalize on the Smart Board’s capability to promote active learning, in keeping with cognitive science research studies on the way students learn best. Furthermore, technology enables teachers to easily and efficiently implement and analyze a variety of assessments from non-graded formative to gauge student understanding on a daily basis to summative, standards-based assessments. Our teachers have access to and regularly use iResponds (student response system), QUIA (web-based assessment tool), and Grade Cams in their classes to capture student data. This data is immediately used to drive instruction and/or to be graded and uploaded into the students' files on Power School. Students and their families check Power School daily to see examples of student work, student grades, and standards-based assessments, thus always maintaining an understanding of students’ achievements and needs.

Our culture of high expectations for all and our emphasis on faculty/parent partnerships in monitoring and analyzing student learning serve to support, motivate, and inspire students to achieve academic excellence.

Intervention
Through the support of technology and programs that we are currently implementing at Ivy Bound Academy, we have a great deal of tools for intervention in place by design. Tools include: ALEKS, which allows a student who is struggling in content knowledge in math to be placed in grades as low as 3rd grade to build their foundation; video streaming lessons from Khan Academy to be used in Math Lab to give further understanding; and morning homework club that struggling students are invited to attend in order to work with their teachers on difficult concepts that are limiting their progress. We also
have our after-school study hall that can be utilized by our students to receive targeted support in improving their areas of academic weakness.
Self Study

A thoughtful and detailed analysis of the school’s student achievement data including STAR/CST, CAHSEE, CELDT, API and AYP data.

Ivy Bound Academy (IBA) has surpassed our stated goals in API, CST and CELDT scores. For the 2007/2008 and 2008/2009 school years we stated a goal of 700 and 800 API scores, respectively. Instead, we achieved 870 and 881 scores, respectively. In our third year, we reached an API of 899, climbing to 905 this past year. These API’s have been the highest of the fourteen district and charter middle schools within a 5 mile radius of the school. Only two of the nine elementary schools within a 2 mile radius achieved a higher API: Encino Elementary scored 916 and Lanai Elementary scored 940. The table below presents our API results over the first 4 years of the school's existence.

Subgroup scores revealed a slight and decreasing difference between our white student population and our general student population. The number of students included in the API for the school's first few years has been too small to breakdown these scores into all subgroups, according to CDE calculations (the IBA white population ranges in the 70s percentile of the student body). However, over the years, when the API for the white student population was calculated from 2008-09 to 2010-11, the trend line in the table below (Subgroup API) reveals a prediction that the difference will disappear within a few years.

This decreasing difference between the white and general student population is all the more significant as the white student population has been decreasing in percentage, in comparison to other subgroups. The table below (IBA Student Demographics, Percentage of Student Body) indicates our increasing diversity, attesting to our decreasing 'achievement gap'.

According to the Education Code 47605 a school must meet at least one of four criteria to be eligible for renewal. According to LAUSD’s Office of Data and Accountability, on its most recent analysis, IBA met all four of these criteria:
Of Ivy Bound Academy Charter School

(1) Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, or in the aggregate for the prior three years.

(2) Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years. [IBA ranked 10]

(3) Ranked in deciles 4 to 10, inclusive, on the API for a demographically comparable school in the prior year or in two of the last three years. [IBA ranked 10]

(4) (A) The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.

The data used to ascertain criteria (4) is below. Note that there are three different school data sets being compared to IBA. The first data set is CDE Similar Schools median which are middle school scores that were determined by the State Department of Education to be most comparable to IBA based on several criteria. The second data set are the local District schools a student who attends IBA would attend if not opting for a charter. The third data set is arguably the least relevant of data sets as it contains scores from five local elementary schools and two nearby middle schools – in essence the second data set combined with elementary school student scores (Chandler Elementary, Kester Avenue Elementary, Sherman Oaks Elementary, Dixie Canyon Elementary, Riverside Elementary and middle schools: Millikan and Van Nuys.)

<table>
<thead>
<tr>
<th></th>
<th>2009 Base API</th>
<th>2010 Growth API</th>
<th>09-10 Change</th>
<th>2010 Base API</th>
<th>Growth API</th>
<th>10-11 Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>IVY BOUND ACAD M/S/T</td>
<td>881</td>
<td>909</td>
<td>18</td>
<td>899</td>
<td>895</td>
<td>6</td>
</tr>
<tr>
<td>CDE Similar Schools Median</td>
<td>820</td>
<td>842</td>
<td>22</td>
<td>842</td>
<td>840</td>
<td>2</td>
</tr>
<tr>
<td>Resident Schools Median</td>
<td>688</td>
<td>706</td>
<td>18</td>
<td>707</td>
<td>720</td>
<td>13</td>
</tr>
<tr>
<td>Comparison Schools Median</td>
<td>844</td>
<td>854</td>
<td>10</td>
<td>854</td>
<td>863</td>
<td>9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Basic, Below Basic &amp; Far Below Basic</th>
<th>Proficient &amp; Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2010-11 CST Comparison</strong> English Language Arts</td>
<td>Basic, Below Basic</td>
<td>Proficient &amp; Advanced</td>
</tr>
<tr>
<td>IVY BOUND ACAD M/S/T</td>
<td>14%</td>
<td>69%</td>
</tr>
<tr>
<td>CDE Similar Schools Median</td>
<td>35%</td>
<td>65%</td>
</tr>
<tr>
<td>Resident Schools Median</td>
<td>56%</td>
<td>43%</td>
</tr>
<tr>
<td>Comparison Schools Median</td>
<td>31%</td>
<td>50%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mathematics</th>
<th>Basic, Below Basic</th>
<th>Proficient &amp; Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>IVY BOUND ACAD M/S/T</td>
<td>31%</td>
<td>69%</td>
</tr>
<tr>
<td>CDE Similar Schools Median</td>
<td>33%</td>
<td>65%</td>
</tr>
<tr>
<td>Resident Schools Median</td>
<td>56%</td>
<td>43%</td>
</tr>
<tr>
<td>Comparison Schools Median</td>
<td>31%</td>
<td>50%</td>
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<table>
<thead>
<tr>
<th></th>
<th>2010 AYP</th>
<th>2011 AYP</th>
</tr>
</thead>
<tbody>
<tr>
<td># Criteria</td>
<td># Met</td>
<td>% Met</td>
</tr>
<tr>
<td>IVY BOUND ACAD M/S/T</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>CDE Similar Schools Median</td>
<td>33</td>
<td>26</td>
</tr>
<tr>
<td>Resident Schools Median</td>
<td>25</td>
<td>17</td>
</tr>
<tr>
<td>Comparison Schools Median</td>
<td>21</td>
<td>21</td>
</tr>
</tbody>
</table>

1 Pupil mobility (% of students who first attended the school in the current year); Pupil ethnicity (% of students in the school in each of these ethnic categories: African American (not of Hispanic origin), Hispanic or Latino, American Indian or Alaska Native, Pacific Islander, Asian, White (not of Hispanic origin), Filipino; Pupil socioeconomic status ; Percent of teachers who are fully credentialed; Percent of pupils who are English learners; et al.
Our CST scores provide a clearer picture of our students’ academic achievement levels than the broader API, especially when compared to the CDE Similar Schools and Resident Schools shown above. Our proficiency levels have remained above our originally stated goals. We had anticipated our students achieving a level of 28% proficient or above in ELA and a level of 30% proficient or above in Math on the CST by the end of the second year of operation. Instead, in that second year (2008-2009), the percentage of students scoring proficient or advanced in ELA was 79% and Math 74%.

Results across years, within grades, have varied as we experienced a slight decrease in ELA scores for 5th graders between our first and second years, and in our 6th graders between our second and third years of operation. This same class experienced a decrease in proficiency levels on the Math CST in their 6th grade year. These results represented the same class of students and had been a primary cause of concern from both an academic and community perspective. Involving students, families, and faculty, we have been implementing community building practices to improve student discipline procedures and enhance the general culture of the school in order to best inspire and motivate students. We have experienced a noticeable improvement in the 2011 test scores for the seventh grade class in response to our efforts. The only other area that has presented a challenge to our students is the Algebra CST exam. While many middle schools enroll their 8th graders in the pre-algebra math CST exam, IBA has held its students to the same standard as high performing public school districts across the country who have >90% graduation rates and >85% acceptance rates to 4 year colleges. We, therefore, engage our 8th graders in a rigorous Algebra course in which more than half achieve mastery, as measured by the CST exam. While some of our students are not achieving proficiency on this exam, in our analysis of their detailed test results, we have determined that they are less than half a year away from achieving mastery as they have not yet gained full conceptual understanding of the final two units of the algebra course. We are interested in following up with our students and reviewing their math scores in the following year when they are at other schools, but have not yet been able to gather full data on our graduates.

In reviewing four years of ELA and Math CST tests with the same students, from the 2007-2008 school year through 2010-2011, we see that the percentage of students scoring proficient and above increased markedly. Upon closer analysis we see that our use of a daily Math Lab class that implements Assessment and Learning in Knowledge Spaces (ALEKS) seems to be effective as the greatest increase has been recorded in the percentage of students scoring Advanced on the Math CST.
Of Ivy Bound Academy Charter School
tests while the percentage of those scoring below basic decreased, as demonstrated by the table below, to the right.

In analyzing our subgroup populations and their performance on the CST tests, we were pleased to see that, in all but one grade, our students who qualify for free or reduced lunch perform as well as, if not better than, our non-Title I student populations. Test scores from 2010-2011 8th graders (see below), revealed that the Title I population in fact out-scored the non-Title I population. Of the students who qualified for free or reduced lunch, 88% scored proficient or advanced in both ELA and Math, compared to the remainder of their grade, of whom 87% and 76% scored proficient or advanced in ELA and Math, respectively.
The pie charts below, however, reveal that the scores from our 2010-2011 7th grade class - the grade with the lowest average CST scores of all IBA grades, and the class that is described above as a focus of our attention accounts for the gap between economically disadvantaged and non-disadvantaged students at IBA. Of the students who qualified for free or reduced lunch, 69% scored proficient or advanced in ELA and 53% scored proficient or advanced in Math. While this surpasses the LAUSD average for 6th graders of 39% scoring proficient or advanced in ELA and Math, it does not match IBA scores for the 6th graders who did not qualify for free or reduced lunch which was 87% and 76% scoring proficient or advanced in ELA and Math, respectively. In addition to iRespond student response systems with the September of 2009 implementation of Grade Cam and QUIA for frequent formative assessments, coupled with an increased emphasis in our professional development program on data driven instruction, it is our intention to support teachers in identifying and addressing student needs effectively moving forward.

As noted above, this particular grade has stimulated the school leadership and faculty to adjust and hone community-building activities in order to encourage all students to aspire to become scholars and responsible citizens. This process is iterative and ongoing as we strive to continually grow and improve as a community of learners. Our most recent (2010-2011) CST test scores revealed that these students, when in grade 7, experienced a significant increase in proficiency levels to 75% of students eligible for free and reduced lunch scoring proficient or advanced on the Math and ELA tests.

**An explanation of how the results of other periodic assessments were used to modify instructional practices.**

In addition to analyzing CST scores each summer and adjusting the upcoming year's scope and sequences and lesson plans in response to student data, IBA implements formative and summative assessments on a daily and weekly basis. The pervasive use of technology enables faculty at IBA to effectively and efficiently assess students. A variety of assessment data is readily available to all
Of Ivy Bound Academy Charter School

stakeholders students, parents, faculty, and school leaders. This data is derived from both technological tools that assess students (such as iResponds, Grade Cam, QUIA or ALEKS) and teacher- and textbook created assessment data that is recorded into Power School (our school’s online SIS). This public availability of data and emphasis on progress and growth engages all in the analysis of assessments and encourages the modification of teacher practices (pedagogy and curriculum) as well as student approaches to learning.

All students at IBA are required to take two math classes each school year. The first class is the traditional standard based math course, which uses a state adopted text book and is taught by a credentialed teacher. This course focuses on teaching the students grade-appropriate content that they are to be learning based on their enrolled grade. The second class is a web-based course named ALEKS (accessible from anywhere with internet connection) that is an innovative aspect of Ivy Bound Academy. This class is provided as a supplemental course to help both struggling and more advanced students. Students that are struggling because of gaps in their knowledge from previous school years are able to learn concepts dating as far back as 3rd grade. ALEKS also gives students who have a better grasp of math content the opportunity to go beyond what is required of their grade levels. Motivated and/or advance students have the opportunity to go as high as high school calculus.

Since IBA does not require a placement test for admission and does not implement an initial placement test that ‘tracks’ students based on an entering ability level, a program such as ALEKS provides essential, differentiated instruction that has been essential in advancing our students to be at or above grade level in Mathematics.

During the first few days of class each school year, every student takes an initial ALEKS assessment. Upon completion of the assessment, ALEKS develops a precise picture of the student’s knowledge of the content in the course, identifying which topics have been mastered and which topics still present challenges. The student's knowledge is represented below by a multi-colored pie chart with seven slices for which each slice represents a different area of knowledge:

![Pie Chart]

The pie chart is also the student's entry into the Learning Mode. In Learning Mode, students are offered a choice of topics that they are ready to learn, meaning the student has the prerequisite knowledge to successfully learn these topics. When students choose a topic to learn, ALEKS offers practice problems that they can answer, and if they do not understand how to solve the problem given, they can hit the ‘explain’ button that open a window (screen) that breaks down the solution into clarifying steps. These problems have enough variability that a student can only get them consistently correct if s/he understands the core principle defining the topic. If a student doesn't understand a particular problem, s/he can always access a complete explanation. Once a student can consistently master the problems for a given topic correct, ALEKS considers that the student has learned the topic.
and the student chooses another topic to learn. As the student learns new topics, ALEKS updates its map of the student's knowledge. The student can observe the most current summary of what s/he knows and what s/he is ready to learn. When the pie is complete, the student will receive an assessment that may allow him to move up to the next grade level. Since all student activities and assessments are recorded by ALEKS, the Math Lab teacher can easily identify when students struggle to progress and then create individualized, small group or full class lessons to address the particular aspects of the math program that ALEKS reveals as challenges for students. Students who struggle with a particular concept can also log on to Khan Academy, while on ALEKS, and get short tutorials in concepts difficult for them to understand.

Grade Cam, a technological innovation in every classroom, enables teachers of all subjects to efficiently gauge student understanding. Teachers can readily make up true/false or multiple choice mini-assessments or full length tests, and choose to implement them as graded or non-graded formative or summative assessments. The purpose of Grade Cam is more formative than summative however, and teachers utilize them several times a week. In a fairly typical implementation of this technology, a teacher will ask several questions relevant to the lesson just learned that day or the day before, ask students to answer the questions displayed on the Smart Board on a specified sheet of paper, then ask students to flash their paper under the Grade Cam camera during class or as they leave. The students’ answers are automatically marked and uploaded into the Power School online grade book, enabling the teachers and students to immediately see which questions were completed correctly. Teachers then address the gaps in each student's skill or knowledge during that same or next class period. Teachers also use iResponds which are student response systems to assess student knowledge of content as they teach. QUIA is another web-based program that teachers at IBA use to create assessments that can be given in the form of a game such as Battle Ship, Who Wants to be a Millionaire, etc… that engages the students while teaching or assessing their learning. At IBA, we feel that engaged students learn. Using digital tools to teach digital students has been a great tool for us to engage our students.

Every teacher at IBA is assigned an iPad that is linked to Power School and the Smart Boards. They can take attendance, guide instruction, monitor student work in the three computer labs through LanSchool to make sure that students are on task. At IBA we understand that our students are more open and receptive to digital tools. As a result, using digital tools to educate digital kids has become a winning formula for our students’ and staff’s success in the classroom.

**Actual In-Seat Attendance Rate**
IBA has averaged a 95.6% in-seat attendance rate.

**How has your program met the needs of subgroups African American, Hispanic/Latino, White, Socio-Economically Disadvantaged, English Learners (include reclassification rate), Students With Disabilities?**
From the perspective of academic achievement, IBA has met the needs of subgroup populations by supporting their learning and enabling a majority of all subgroup populations to score proficient or advanced on one or both ELA and Math CST exams. All subgroup designations have outscored their demographic equivalents as measured by the LAUSD average, with over 55% of all subgroup populations scoring proficient or advanced on CST tests with the one exception of only 31% of special education designations scoring proficient or advanced (compared to 30% LAUSD average) on the Math CST.
In our anonymous annual surveys of parents, we did not specifically ask parents to identify their children as members of a subgroup. Therefore we cannot identify demographic subgroups responses to our program. However, in our most recent survey which included 261 parent replies, more than 96% expressed a ‘positive’ response when asked about their ‘overall impression of the school’ and whether they liked ‘being a part of the IBA family.’

Please provide a brief narrative describing successes and challenges from the prior charter term. What did you do to address them? What plans are in your renewal petition to address similar challenges during your renewal term?

The aspects of our program that were central to our mission and successful in their implementation include our utilization of technology, and our culture of student-centered learning and student achievement. We have been challenged in fully implementing our mentorship and advisory program and in fully partnering with the diverse, greater community beyond Sherman Oaks’ borders.

As stated above, we have surpassed our charter’s student achievement goals. We believe that several key components of our educational program account for this success. Firstly, our culture that values academic achievement for all, as attested to by our independent audit by Insight Education Group (IEG) in June, 2010, “All teachers (100%) agree strongly that the school has high expectations for student achievement", and annual parent surveys echoing this sentiment.

Secondly, our student-centered approach to teaching has been a hallmark of our program. The IEG audit stated, "Students in the focus group reported that their teachers go into details and that helps them to learn more, give them challenging homework, and talk to them about what they will be learning in the next year to help prepare them." Again, parent and student surveys reiterated this praise. During classroom observations, the IEG review team observed that "at most all of the instruction contained a level of high level of rigor" and teachers used strategies such as higher level questioning, cooperative grouping, and project-based learning.

Thirdly, we fully implemented our technology program. All students attend a computer class one period every day where they learn the entire office suite that focuses on skills such as typing, word processing, presentations, spread sheets, data bases and graphic design that are then utilized in the learning process to help them develop and demonstrate their understanding of core content subject matter. In addition, as the IEG review team observed, technology supports teachers as "many of the teachers use SMART boards to enhance classroom instruction" and "teachers in the focus group discussed their use of a grading tool that instantly disaggregates data for classroom-based assessments."

We were challenged in fully implementing our mentorship plan as we had intended to hold assemblies 2-3 times each month in which a leading member of the community would present to the entire student population and then spend time in various classrooms. The facility, unfortunately, does not have a room big enough to fit the entire student body at one time and, therefore, school wide assemblies were not held. However, we have had on number of occasions prominent members of the community come and speak to specific grade levels. For example, when our 8th graders were learning how to write a business plan, we invited Mr. Dan Hosseini who is a Domino's Franchisee with 97 Domino's in Southern California come and speak about the importance of having a business plan if expansion is on your mind. He after words stayed and had lunch with all of the students and answered their questions. Please see article in our November News Letter below.
On November 3rd, our 8th grade classes were lucky enough to have Mr. Dan Hosseini come speak with them about his business success. A portion of the 8th grade computer class curriculum is developing an effective business plan. The students had to choose a career and complete a market analysis, competitive analysis, and management profile for their chosen career. Mr. Hosseini’s business smarts and entrepreneurial spirit make him a great mentor for our students. He began his career as a Domino’s pizza delivery man. Today, he owns over 55 stores throughout California and is expanding into San Diego County with an additional 42 franchises. One of the highlights of his talk was sharing his plan for success which includes the importance of goal setting, hard work, drive and determination. As both a small business owner and land developer he also stressed the importance of diversification. By expanding his business into other areas, Mr. Hosseini has been able to grow and stay profitable through the lingering recession. We look forward to doing more business with Mr. Hosseini and introducing our students to other influential community members.

Other prominent community leaders such as Los Angeles Councilman Mr. Tony Cardenas visited our school and spoke about the importance of public service to all of IBA students. In our first year, we had Past Los Angeles Chamber president John Lynch to come in and speak about the role of the chamber within a city.

However, budgetary limitations have required us to prioritize resources and expenses such that the classroom learning experiences took precedence over developing a comprehensive mentorship and advisory program. While adults did occasionally visit classrooms and share their career and life experiences, and while homeroom was a time for faculty to develop non-teaching advisory relationships with students, it was difficult to infuse the school culture with a mentorship presence through this fractured implementation. Unfortunately, it is not likely that our budget and facility will accommodate our original, ambitious plan at this point in time. If resources allow us to have a staff person tasked with identifying and scheduling regular mentor visits and building a full scope and sequence for an effective advisory program, we will pursue this course of action.

We were also challenged in engaging the larger, diverse community in neighborhoods surrounding Sherman Oaks. We participated in community events such as the Sherman Oaks Street Fair, Heal the Bay Coastal Clean Up events at Woodley Park, Say No to Drugs 5K at Universal Studios, Fresh and Easy Shopping Nights, and School Beautification program of Literacy Garden at Sherman Oaks Center for Enriched Studies (SOCES). In addition, we distributed school brochures and lottery applications at libraries and recreation centers in North Hollywood, Sherman Oaks, Studio City and Van Nuys in order to inform the larger community of our desire to serve students and their families. In light of the fact that our student body did not attract as many Latinos and English Learners as we had originally anticipated, we have contacted the coordinator of the Van Nuys and North Hollywood YMCA’s and
are in the process of entering an arrangement whereby we will partner with them in reaching out to their families. Please see the Community Outreach Plan below for more detailed information.

Ivy Bound Academy Math, Science and Technology Charter Middle School
Community Outreach Plan & Objective

Ivy Bound Academy is committed to maintaining a racially and economically diverse student population reflective of the Los Angeles Unified School District (IBA). IBA will institute a recruitment program designed to educate and inform potential students and their families about its instructional program and to ensure that all neighborhood residents are given an equal opportunity to enroll their children at our school.

The recruitment program will include, but not necessarily be limited to:

- The development of promotional materials, such as brochures, flyers, and advertisements and in English as well as Spanish;
- Visits to local community centers to publicize the school, such as YMCAs, public libraries, and recreation centers;
- Attendance and participation at local events and activities to promote the school and to meet prospective students and their families;
- School tour visits on a regular, on-going basis to offer opportunities for prospective parents and their families to learn more about the curriculum;

The IBA outreach team has left flyers at these local community centers and asked them to share information with families, and in some cases conducted brief presentations for their clients or members.

Successful Outreach (Summer 2011)

<table>
<thead>
<tr>
<th>Community Center</th>
<th>Contact Person</th>
<th>Title</th>
<th>Phone Number</th>
<th>Flyers</th>
<th>Applications</th>
<th>Community Meetings</th>
</tr>
</thead>
<tbody>
<tr>
<td>North Hollywood</td>
<td>Awaiting authorization from branch manager</td>
<td>x</td>
<td></td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public Library</td>
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<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sherman Oaks Public Library</td>
<td>Tammy Niblett</td>
<td>Senior Librarian</td>
<td>(818) 205-9716</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Studio City Public Library</td>
<td>Candice Mack</td>
<td>Library Manager</td>
<td>(818) 755-7873</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Van Nuys Public Library</td>
<td>Awaiting authorization from branch manager</td>
<td>x</td>
<td></td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>North Hollywood Rec Center</td>
<td>Alfred Tutungi</td>
<td>Sr. Rec Director</td>
<td>(818) 763-7651</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Sherman Oaks Rec Center</td>
<td>Cuong Chau</td>
<td>Sr. Rec Director II</td>
<td>(818)756-9146</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
</tbody>
</table>
Of Ivy Bound Academy Charter School

<table>
<thead>
<tr>
<th>Studio City Rec Center</th>
<th>Declined to sign MOU, but allowed us to place flyers &amp; apps</th>
<th></th>
<th></th>
<th>x</th>
<th>x</th>
</tr>
</thead>
<tbody>
<tr>
<td>Delano (Van Nuys) Rec Center</td>
<td>Ramon Cerrillos</td>
<td>Facility Director</td>
<td></td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>North Hollywood YMCA</td>
<td>Patricia Cuffie - Jones</td>
<td>Regional Group Well Being Director and dual site coordinator</td>
<td>(818)763-5126</td>
<td></td>
<td>TBD</td>
</tr>
<tr>
<td>Van Nuys YMCA</td>
<td>Patricia Cuffie - Jones</td>
<td>Regional Group Well Being Director and dual site coordinator</td>
<td>(818) 763-5126</td>
<td></td>
<td>TBD</td>
</tr>
</tbody>
</table>

Paperwork was left at North Hollywood and Van Nuys Public Libraries, awaiting approval from branch managers.

Left paperwork and e-mailed YMCA director all paperwork; waiting to confirm approval and set up meetings.

Signed MOUs obtained from facilities are available in appendix 6.

All facilities listed received paperwork, and unless otherwise listed, have flyers and lottery applications in English and Spanish on each site.

**Successful Outreach (Fall 2011)**

<table>
<thead>
<tr>
<th>Information Night</th>
<th>Contact Person</th>
<th>Title</th>
<th>Phone Number</th>
<th>Flyers</th>
<th>Applications</th>
<th>School Representative on site</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fresh &amp; Easy Neighborhood Market 4 – 8 pm 11/14/2011</td>
<td>Clarence Small Oscar Leon Store Night Managers</td>
<td>(818) 902-0635</td>
<td>x</td>
<td>x</td>
<td>Michelle Pacifici Admissions &amp; Academic Affairs</td>
<td></td>
</tr>
</tbody>
</table>

Our annual school fundraiser is held at the Fresh and Easy Market at 15230 Vanowen Street, Van Nuys, CA 91405. This year, in addition to creating school presence by having students and parents bagging groceries for the 4 hour period to raise funds for the school, we also used this opportunity to reach out to under-served families and give them information about our school. A booth was created with a school banner and lottery applications, flyers and a school representative was present for the 4 hours to meet families and answer any questions they may have about our school.

**Please see appendix 6 for further detail.**
Ivy Bound Academy’s Mission, Vision and Original Charter Outcome

A thoughtful and detailed analysis of the extent to which the school has achieved its mission set forth in the original charter petition.

The mission of Ivy Bound Academy Charter School is to guarantee that our students meet or exceed California State content standards, participate actively in technology enhanced instructional delivery, and draw from the experiences of mentorship in order to develop the skills required for pursuits in higher education and future careers.

- **Achievement of mission:** As discussed above, with various technologies used in the classroom for instructional delivery, we have achieved our mission's stated goals of:
  - Engaging students in technologically enhanced instruction,
  - Holding all stakeholders accountable so that we can meet and/or exceed California State content standards as measured by our CST scores.
  - Even though we have been unable to fully implement a comprehensive mentorship program, we continue to work towards developing a program that would give our students an understanding of the different fields of study that they could potentially be interested in.

- **Curriculum framework:** We have implemented the curriculum framework described in our original petition, of supporting teachers during the summer and the school year in utilizing the Backward Design approach to curriculum and lesson planning to develop a standards-based, technology-enhanced, active learning course of study. **Appendix I** presents the detailed scope and sequence for every subject and at every grade level.

- **Implementation of various components of program:** As stated above, the main components of our program were fully implemented the use of technology for student-centered learning, assessment and data driven instruction and a community that embraces a culture of kindness as well as academic excellence. The additional intention of a mentorship and advisory program was not fully implemented. We will require additional funding and a dedicated staff person to develop, implement, and continually evaluate and improve this program for IBA to consider this component fully in place. We intend to pursue grants toward this end but cannot achieve our ambitions in this area at this point in time.

- **Innovative programs:** As described above, IBA is at the cutting edge of technology-enhanced education. Our program utilizes technology comprehensively in all aspects of teaching, learning, and assessment, as well as in our daily computer classes and Math Lab. Our teachers and students have access to and daily use:
  - In All Classrooms and by all teachers and students
    - Smart Boards
    - Assigned iPads to be used by all teachers
    - Elmos in all classrooms
    - iRespond student response system in all classrooms
    - Grade Cam in all classrooms
    - Three fully equipped computer labs
  - Web Based Programs used by students and teachers
- Power School SIS
- ALEKS for all students in Math Lab
- Access and use of Khan Academy in Math Lab
- Custom Guide Microsoft Office Tutorial Lessons for Computer Class
- LanSchool in all computer and Math Labs
- QUIA for assessment by all teachers

A-G (high school) N/A

WASC Candidacy or Accreditation (if not accredited, state timeline of process for obtaining accreditation) N/A; however, we do have Insight Education accreditation.

Graduation Rate N/A

Description of Best Practices
The technology-enhanced educational program described above is the key 'best practice' IBA can share with other educational institutions.

In addition, a best practice that could benefit other schools is to follow IBA's choice of not implementing commercially produced, benchmark assessments (such as NWEA Maps and other standardized tests created by for-profit companies that advertise their products to public schools). Instead, IBA chose to utilize time and money that could have been spent on commercial benchmark tests on class time learning with teachers and engaging technology enhanced educational experiences and assessments in an ongoing cycle of data driven instruction. Given IBA's test results, it seems one can conclude that continuous attention to student learning through formative assessments and standards-based summative assessments is an effective alternative to biannual or three times a year benchmark assessments that mimic CST tests. Teachers at the district regularly complain that they are forced to teach to the test. Our teachers use the results of their assessments to teach to the student to fulfill their short comings.

A thoughtful analysis of how data analysis and professional development were used to inform teachers and parents and improve instruction
As a technology-infused school, IBA is rife with student achievement data. Surveys and the independent Insight Education Group evaluation consistently reveal that parents and students log into Power School on an often daily basis in order to stay apprised of student progress. Teachers log into Power School and utilize Grade Cam, iResponds, and QUIA to enter additional student data on a daily basis.

The analysis of data also occurs on an ongoing basis. On a daily basis, as teachers prep for their classes, they look at their class's student achievement data on Power School to identify gaps in knowledge that need to be addressed or re-taught, group students according to needs identified, and implement their lessons in light of data. On a weekly basis, teachers department and grade level meetings begin with an analysis of student achievement data in order to identify trends, patterns or any other 'bigger picture' factor occurring among individual and groups of students. Faculty discussions then examine underlying causes or reasons for certain data trends and connect to best practices known to best address the issue/s. At the same time, the school is small enough that the school leader and special education coordinator are always available to support teachers in these conversations and work together toward implementing curricular and pedagogical changes to address student needs. On a
monthly basis, the school leader formally analyzes the student data and faculty responses to it in order to identify professional development needs and any other supports needed by faculty to best address student needs.

In addition to this continual cycle of data analysis and communication and instruction related changes, the entire faculty and school leadership undergo data driven analysis over the summer on all the standardized test data (CST, CELDT, etc.) coupled with the teacher and textbook created assessment data in order to fully evaluate the previous year's lesson plans, curriculum, and class scope and sequences. Then, armed with information about the most and least effective aspects of the previous school year, the faculty constructs detailed scope and sequences for the upcoming year. In this way, data is used to effectively improve curriculum and pedagogy.

The review by Insight Education Group (IEG) confirmed IBA's emphasis on data driven instruction with 88% of teachers reporting that professional conversations amongst staff occur regarding data, with 44% reporting that these occur frequently. IEG reported that the 'data' refers to a variety of student assessments including standardized tests, teacher created tests, quizzes, textbook chapter tests, exit tickets, and critiques. IEG also found that 90% of teachers agree somewhat or strongly that they know how to use student achievement data to improve instruction. Furthermore, all teachers (100%) agree somewhat or strongly that they can accurately describe to what degree their students have mastered content standards for their courses. Teachers reported using classroom performance, observations, homework, formative assessments, and IEP goals as methods of determining student mastery of standards. 70% of teachers agree somewhat or strongly that parents can accurately describe to what degree their child has mastered the content standards for their courses. 80% of teachers reported that they give students daily or weekly feedback on their overall progress in their courses. Parents in the focus group stated that they are satisfied with the school’s use of Power School and the teachers’ websites to keep them updated on progress. They also reported that almost all teachers keep their Power School information updated. Upon more recent examination, school leadership discovered that only one teacher was not utilizing Power School as often as the others and has provided training to this new teacher in the use of Power School in order to rectify the situation.

How has the charter school’s governing board’s decision making affected the success of the school?
IBA is governed by a Board of Directors that an independent evaluation by Insight Education Group (IEG) concluded "...fulfills its governance and management responsibilities." The Board meets monthly and reviews reports by the school leader on all aspects of the IBA program student achievement data, stakeholder surveys, operations, budgeting, and compliance. Furthermore, it provides a group of experts to assist with IBA's organizational goal-setting, the monitoring of programmatic implementation, and the setting of a strategic vision. As a result of Board decision making, IBA prioritized its goals and implemented the most essential and effective aspects of its original petition.

How has the District benefited from the school’s existence?
Based on CST results, IBA has been the highest performing middle school of the district for the past four years. We have achieved a state and a similar school ranking of 10. In the list of the similar schools, we have ranked at the top. Even though, we do not have any admission requirements based on a student’s academic ability, we have been able to outperform traditional programs such as GATE and/or Magnet. Having such high academic standing, IBA has been successful in bringing back to the district families that left the district in pursuit of a better education by placing their child in private
schools. What we find unfortunate is that a number of our families are looking to private schools upon graduation from IBA. There are many best practices that have made our school successful; however, we have never been pursued by anyone at the district to see what the roots to our success are, and potentially take parts of our program to struggling schools.

What has the community gained from the charter school that it did not have before it was there? We have been open now for 5 years, and we have not had a single incident of drugs, gang or fighting at our school. We contribute to the greater community the example of a thriving, small learning community that focuses on supporting the students with a safe environment that enhances learning. We feel that when a child feels safe and cared for at school, he or she is more inclined to learn. We feel that every child is entitled to a public school education that is not substandard. Our community has felt that our school is a great addition to the Sherman Oaks community, and they do not need to look outside of the district for a safe school that has high academic goals and achieves them.

How are the students better off in the charter school than they would have been in their home schools had the charter school not been there? IBA has provided the District, and the children in the greater Sherman Oaks communities, with a genuine and innovative alternative approach to the educational experience. By demonstrating the success of its program through student achievement on standardized tests (outlined in greater detail ABOVE) as well as through consistently positive student/family surveys, IBA has added to the canon of educational research and can share proven best practices with any and all schools that wish to learn from its example. IBA views the District as a partner and hopes to share its lessons learned in order to demonstrate the ways technology can be used to engage students and teachers in effective teaching and learning. We have pursued avenues to share our program with members of the district including our board member, but no one has showed any interest in partnering with us.
Assurances

Ivy Bound Academy will comply with Education Code §47605(d) and shall:

- Be nonsectarian in its programs, admission policies, employment practices and all other operations.
- Not charge tuition.
- Not discriminate against any student on the basis of disability, gender, 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.
- Admit all pupils who wish to attend the school. EC 47605(d)(2)(A)
- Determine admission by a public random drawing, if the number of pupils who wish to attend the school exceeds the school capacity, and preference shall be extended to pupils who currently attend the Charter School and pupils who reside in the District. EC(47605d)(2)(B)
- Not enroll pupils over nineteen (19) years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements.
- Not require any child to attend the Charter School nor any employee to work at the charter school.
- In accordance with Education Code Section 47605(d)(3)], if a pupil is expelled or leaves the charter school without graduation or completing the school year for any reason, the 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.
Introduction

The Board of Directors for the Ivy Bound Academy (also referred to herein as “IBA” and “charter school”) respectfully submits this petition to the Los Angeles City Board of Education of the Los Angeles Unified School District for charter renewal. This Charter was formally submitted to the Board of Education in February, 2007 and was granted a five year charter. It is requested that the duration of this renewal charter petition be for another five years from 2012 to 2017.

Our Mission

The mission of Ivy Bound Academy Charter School is to guarantee that our students meet or exceed California State content standards, participate actively in technology enhanced instructional delivery, and draw from the experiences of mentorship in order to develop the skills required for pursuits in higher education and future careers.

Our Vision

Ivy Bound Academy will develop a challenging environment for 5th – 8th grade students that will foster a “No Excuses” attitude towards high academic achievement. High academic standards, technology enhanced active learning, and peer and community mentorship will ensure Ivy Bound students become self-motivated, competent, lifelong learners.

The school opened in the fall of 2007 with 130 students: 82: 5th graders, 34: 6th graders, and 14: 7th graders. Given the low student enrollment in the first 7th grade class, an 8th grade class was not offered the following year. By the fall of 2010, Ivy Bound Academy increased the total enrollment to 227 students in the existing fifth through eighth grades as described below, bringing the school close to its full capacity. We intend to equalize grade populations at 60 per grade by admitting 60 for the next 5th grade class, an additional 30 for the next 6th grade class and filling spots as they become available in the 7th and 8th grade classes.

<table>
<thead>
<tr>
<th>Year</th>
<th>5th grade</th>
<th>6th grade</th>
<th>7th grade</th>
<th>8th grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-2011 enrolled</td>
<td>30</td>
<td>59</td>
<td>60</td>
<td>78</td>
</tr>
<tr>
<td>Projected 2011-2012</td>
<td>60</td>
<td>58</td>
<td>60</td>
<td>57</td>
</tr>
<tr>
<td>Projected 2012-2013</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>60</td>
</tr>
</tbody>
</table>
Element One: Educational Program

“A description of the educational program of the school designed, among other things, to identify those whom the 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.” Education Code Section 47605(b)(5)(A)(i)

The address of the Charter School: 15355 Morrison St. Sherman Oaks, 91403.
The phone number: 818-808-0158.
The contact person: Kiumars Arzani
Exective Director
ivybnd@aol.com

The term of this charter shall be from: July 1st, 2012 to June 30th, 2017.
The grade configuration is 5th through 8th.
The number of classrooms: 8.
The number of students in the first year will be current school enrollment is 237.
The grade level(s) of the students the first year will be school serves grade 5-8.
The scheduled opening date of the Charter School is August 20th, 2012.
The admission requirements include: All students 240.
The operational capacity will be Traditional Calendar min. of 180 instructional days.
The instructional calendar will be: August 20th - June 7th.
The bell schedule for the Charter School will be: 8:00 - 3:30.

If space is available, traveling students will have the option to attend.

A. Who Ivy Bound Academy Serves?

<table>
<thead>
<tr>
<th>Grades</th>
<th>Year 4 2010-2011</th>
<th>Year 5 2011-2012</th>
<th>Year 6 2012-2013</th>
<th>Year 7 2013-2014</th>
<th>Year 8 2014-2015</th>
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<tr>
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<td>6</td>
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<td>8</td>
<td>78</td>
<td>57</td>
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<td>60</td>
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<tr>
<td></td>
<td>227</td>
<td>237</td>
<td>240</td>
<td>240</td>
<td>240</td>
</tr>
</tbody>
</table>

Ivy Bound Academy (IBA) is a charter school designed to address the critical need for innovative educational alternatives in the Sherman Oaks community of the San Fernando Valley. It is a site-based school serving 240 students in grades five through eight (2011-2012).

IBA recruits students who reside in the attendance area surrounding our facility at 15355 Morrison Street in Sherman Oaks, CA. The chart below demonstrates the dominant ethnicity, socio-economic status, percentage of English language learners, and the academic performance of elementary schools.
within 2 miles of our site and middle schools within 5 miles of our in the Sherman Oaks community of the San Fernando Valley.

<table>
<thead>
<tr>
<th>LAUSD SCHOOLS</th>
<th># of Students</th>
<th>Multi-Track School?</th>
<th>Program Improvement?</th>
<th>LAUSD Subgroup Growth Target?</th>
<th>API Score</th>
<th>API State Ranking</th>
<th>Similar Schools Rank</th>
<th>% Students Eligible for Free/Reduced Lunch</th>
<th>% of Special Ed. Students</th>
<th>% Hispanic</th>
<th>% White</th>
<th>% African-American</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chandler Elementary</td>
<td>492</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>845</td>
<td>7</td>
<td>8</td>
<td>48 %</td>
<td>12</td>
<td>23</td>
<td>51</td>
<td>22</td>
</tr>
<tr>
<td>Encino Elementary</td>
<td>492</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>938</td>
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<td>8</td>
<td>28</td>
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<td>8</td>
<td>18</td>
<td>40</td>
</tr>
<tr>
<td>Gaspar De Portola Middle School</td>
<td>401</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>845</td>
<td>8</td>
<td>8</td>
<td>46</td>
<td>12</td>
<td>11</td>
<td>21</td>
<td>48</td>
</tr>
<tr>
<td>Herby Oaks School</td>
<td>418</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>861</td>
<td>6</td>
<td>8</td>
<td>50</td>
<td>12</td>
<td>8</td>
<td>18</td>
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<tr>
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<td>Y</td>
<td>Y</td>
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<td>7</td>
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<td>Y</td>
<td>876</td>
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<td>8</td>
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<td>10</td>
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<td>Y</td>
<td>938</td>
<td>6</td>
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<td>50</td>
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<td>Y</td>
<td>Y</td>
<td>938</td>
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<tr>
<td>Roy Romer Middle School</td>
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<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>862</td>
<td>6</td>
<td>8</td>
<td>50</td>
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<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>862</td>
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<td>854</td>
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<td>Sylvan Park Elementary</td>
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<td>Y</td>
<td>Y</td>
<td>708</td>
<td>3</td>
<td>3</td>
<td>52</td>
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<td>8</td>
<td>18</td>
<td>43</td>
</tr>
<tr>
<td>Van Nuys Middle</td>
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<td>Y</td>
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<td>3</td>
<td>3</td>
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<td>18</td>
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<td>43</td>
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<td>Walter Reed Middle</td>
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<td>Y</td>
<td>Y</td>
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<td>8</td>
<td>50</td>
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<td>William Mulholland Middle</td>
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<td>Y</td>
<td>Y</td>
<td>862</td>
<td>6</td>
<td>8</td>
<td>50</td>
<td>12</td>
<td>8</td>
<td>18</td>
<td>43</td>
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</table>

<table>
<thead>
<tr>
<th>CHARTER SCHOOLS</th>
<th># of Students</th>
<th>Multi-Track School?</th>
<th>Program Improvement?</th>
<th>LAUSD Subgroup Growth Target?</th>
<th>API Score</th>
<th>API State Ranking</th>
<th>Similar Schools Rank</th>
<th>% Students Eligible for Free/Reduced Lunch</th>
<th>% of Special Ed. Students</th>
<th>% Hispanic</th>
<th>% White</th>
<th>% African-American</th>
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<td>Community Harvest Charter</td>
<td>120</td>
<td>Y</td>
<td>Y</td>
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<td>83 %</td>
<td>7</td>
<td>19</td>
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<td>Magnolia Science Academy</td>
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<td>Y</td>
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<td>Y</td>
<td>838</td>
<td>4</td>
<td>7</td>
<td>83</td>
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<td>Y</td>
<td>708</td>
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<td>3</td>
<td>60</td>
<td>11</td>
<td>3</td>
<td>54</td>
<td>26</td>
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</tbody>
</table>

Highlighting diversity not usually recognized by LAUSD statistics: 64 STUDENTS f&r, 29%
IBA was founded with the goal of serving the full diversity of students in the greater Sherman Oaks area—a reality that does not seem to be taking place upon examining the demographics of the local schools. Of the 14 schools serving students in grades 6-8, ten (10) are in 'program improvement'. Three (3) did not meet the school wide growth target, and six (6) did not meet the growth target set for subgroup student populations. The elementary schools within a 2-mile radius which overlap with IBA in that they also serve 5th graders are meeting API and AYP requirements, with only one of eight in 'program improvement'. There are six private schools in Sherman Oaks alone, serving 679 students in grades 5-8. The average demographic breakdown of students at these schools is: White – 79 %, Hispanic – 6 %, African American – 12 %. These demographics do not reflect the demographics at public schools in the area. It seems that a community exists in which the 'haves' opt for private school after 5th grade while the 'have nots' are left with no choice but to attend a local middle school that is in 'program improvement' status a situation that runs counter to the American dream of a melting pot in which education supports all children in achieving their goals in school and in life beyond the school walls.

IBA envisions a neighborhood school that brings families back to the public schools and serves a genuine diversity of students, so that children of all backgrounds and socioeconomic status study together as a community of learners, with all achieving academic success.

Data on Sherman Oaks:
Population 65,436 (L.A. Department of City Planning, 2008)
Households with children under age 18: 17.45% of households
Median household income: $69,651 (L.A. Department of City Planning, 2008)
Ethnicity: (Census, 2000)

Education level of adults age 25 or older: 45.7% have four-year + degrees
Foreign born residents: 26.2% (14.1% are from Iran and 8.8% are from Mexico)
Primary language spoken at home: 67% English, 15% Indo European, 9.7% Spanish, 3.7% Asian (2010 Nielsen Claritas)

B. IBA will prepare an educated citizenry for the 21st century

IBA defines an educated person in the 21st century as an individual who possesses the following skills and qualities:

- 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
- Literacy and competency in reading, historical context, mathematical reasoning, scientific
processes, and inter- and intra-personal interactions

- Ability to lead the community by identifying problems and assets, and designing thoughtful and effective initiatives to build the community
- Skill in written, oral, and creative self-expression
- Proficiency in self-reflection, self-assessment, and in giving and receiving feedback
- Enthusiasm for learning that lasts beyond the school years, creating self-motivated, competent, citizens who constantly seek to learn new things (lifelong learners).

We believe that these skills and qualities are necessary for humankind to adequately resolve the tenacious and long-standing problems facing our world at the dawn of this new century. We believe in fostering the development of these skills and qualities in an educational environment by upholding standards of academic excellence, involving students in democratic processes, and providing developmentally-appropriate learning experiences. Thus, IBA will encourage the creative and critical thinking skills that will enable our students to find workable solutions to challenges facing them and our world outside the school walls now and into the future.

C. 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). IBA is committed to creating a learning environment that embodies the twelve key principles of brain-based research. Specifically, we have determined that learning best occurs in an environment that:

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

IBA will apply the following practices to foster the learning environment described above:

- student-centered curriculum with clearly articulated learning objectives that are aligned to rigorous state standards - achieved through teacher training in Strategic Design for Student Achievement*
Of Ivy Bound Academy Charter School

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

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

**IBA's rigorous, standards-based curriculum will be delivered through technology-enhanced, active instruction in the core subject areas. Instructional delivery aided by SMART Boards, and iRespond student response systems will provide students with visual and kinesthetic learning experiences that will allow them to participate in their learning, not just be passive receptacles of knowledge. This technology is not readily available in surrounding schools. Research shows that when used properly, computers serve as an important tool in improving student achievement (http://www.sbceo.k12.ca.us/~ims/techcen/EETT/ImpactofET.pdf).

D. Goals to Enable Students to be Self-Motivated, Competent, Life-Long Learners

IBA has the goal of developing self-motivated, competent, lifelong learners, and has drawn upon brain-research described above and the approaches to curriculum and assessment described below and in Appendix I in order to reach the goals of:

- **Developing self-motivated learners:** Several aspects of our program are designed to expose students to the benefits of learning in order to instill internal motivation: For example, each classroom is named after an Ivy League college and students complete projects about a different college each year -identifying the criteria for entrance and the many opportunities for study, extra-curricular pursuits, socializing, etc. available at the college. Students are encouraged to identify the class that they are attending by the name of the school associated with it. For example, instead of saying that “I am going to English”, students say that “I am going to Yale”. This, we hope, will encourage our students to pursue schools that are challenging and not those that have minimal admission requirements. Also, our emphasis on student self-reflection and self-assessment coupled with our culture that encourages students and families to continually login to Power School to see teacher's assessment data reinforce a
positive approach to pursuing academic growth that empowers students and fosters self-motivation as they continually strive to improve.

- **Developing competent learners:** 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.

- **Developing lifelong learners:** 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.

Additional academic goals include mastery of the California State Standards and the school’s definition of an educated person (section B above). These goals entail students’ achieving proficiency on standardized testing and benchmarking required by the district and the State of California as well as on assessments such as our faculty-constructed tests, projects, papers, and presentations. To facilitate the realization of these goals, we ensure our courses are directly aligned to the California State Standards and to our additional goals, as indicated in the Curriculum Maps found in Appendix I and the narrative below in Section G.

**E. Description of the Learning Setting**

**i. Minutes of Instruction Assurances**

The IBA daily schedule and annual calendar surpass the required 54,000 of instructional minutes per year for students in grades 5-8 (Education Code 47612.5). Excluding lunch and passing times, all IBA students experience 396 instructional minutes on the 148 regular days and 269 minutes on the 38 shortened days. Therefore, the total instructional minutes \(360 \times 146 + 240 \times 35\) are 60,960. Detailed accounting for these minutes can be found below.

**ii. Academic Calendar**

**2012 - 2013 Academic Calendar (single track)**

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer Professional Development</td>
<td>July 30 – August 3, 2012</td>
</tr>
<tr>
<td>First Day of Instruction (R1 Begins)</td>
<td>August 20, 2012</td>
</tr>
<tr>
<td>Labor Day Break</td>
<td>September 3, 2012</td>
</tr>
<tr>
<td>Pupil Free Day - No School</td>
<td>September 17, 2012</td>
</tr>
<tr>
<td>R1 Ends</td>
<td>October 19, 2012</td>
</tr>
<tr>
<td>R2 Begins</td>
<td>October 22, 2012</td>
</tr>
<tr>
<td>Veteran’s Day Holiday- No School</td>
<td>November 12, 2012</td>
</tr>
<tr>
<td>Thanksgiving Break</td>
<td>November 22 &amp; 23, 2012</td>
</tr>
</tbody>
</table>
Of Ivy Bound Academy Charter School

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Winter Break</td>
<td>December 17, 2012 - January 4, 2013</td>
</tr>
<tr>
<td>School Returns</td>
<td>January 7, 2013</td>
</tr>
<tr>
<td><strong>R2 &amp; Semester 1 End</strong></td>
<td>January 18, 2013</td>
</tr>
<tr>
<td><strong>R3 &amp; Semester 2 Begin</strong></td>
<td>January 22, 2013</td>
</tr>
<tr>
<td>MLK, Jr Day Holiday- No School</td>
<td>January 21, 2013</td>
</tr>
<tr>
<td>President's Day Holiday - No School</td>
<td>February 18, 2013</td>
</tr>
<tr>
<td><strong>R3 Ends</strong></td>
<td>March 22, 2013</td>
</tr>
<tr>
<td>Spring Recess</td>
<td>March 25 - March 29, 2013</td>
</tr>
<tr>
<td>Cesar Chavez Day Holiday - No School</td>
<td>April 1, 2013</td>
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<tr>
<td>R4 Begins</td>
<td>April 2, 2013</td>
</tr>
<tr>
<td>Memorial Day Holiday - No School</td>
<td>May 27, 2013</td>
</tr>
<tr>
<td>5th &amp; 8th Grade Graduation</td>
<td>June 7, 2013</td>
</tr>
<tr>
<td>Last Day of School/ R4 &amp; Semester 2 End</td>
<td>June 7, 2013</td>
</tr>
<tr>
<td>Report Cards mailed home</td>
<td>week of June 21, 2013</td>
</tr>
</tbody>
</table>

**iii. Daily Schedule**

All students at Ivy Bound Academy attend school from 8:00 am until 3:30 pm. During the school day, all students will participate in Reading/Language Arts, Math, Social Studies, Science, Computer Math Lab (ALEKS), Art, P.E., and Computers. An additional 75 minutes from 3:45-5:00 pm is available to students for homework assistance, tutoring, and after-school enrichment activities and another 45 minutes of "Homework Club" (tutoring and homework assistance) prior to school opening Monday-Thursday.

This schedule was created to allow time to implement the instructional program goals set forth in our mission and vision. Additionally, we believe that this schedule enable students to meet the goal of content standard mastery.

In developing our daily student schedule, we relied on our experience as a successful supplemental education provider for over twelve years to create a schedule that takes into account the learning habits of the general student. These experiences led to the conclusion that the majority of students are visual learners, and that attention span is a critical factor that must be taken into account when creating student schedule and/or a lesson plan.

It has been our experience that, in the ideal surroundings, the average student, at best, has an attention span of 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 breaks down as follows:

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

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

- interactive (touch sensitive) Smart Boards,
- iRespond Student Response systems,
- Elmo magnifying document cameras with recording capability,
- GradeCam assessment scanner
- QUIA web based assessment
- Custom Guide lessons to learn all aspects of Microsoft Office
- Lan School for computer lab monitoring of student work to make sure that they stay on task
- iPads for all teachers to monitor and input student work as the teacher spans the class.
- Subject relevant software that can peak and/or create an interest in the visual learner.

The schedules on the following pages represent the entire school schedule for Monday-Thursday and for the shortened day Friday. As it should be obvious from the schedule, all students will have all classes daily at different time slots.
# Ivy Bound Academy 2011-2012 School-Year Daily Schedule

<table>
<thead>
<tr>
<th>Period</th>
<th>Class Length</th>
<th>Time</th>
<th>5A</th>
<th>5B</th>
<th>6A</th>
<th>6B</th>
<th>7A</th>
<th>7B</th>
<th>8A</th>
<th>8B</th>
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<tbody>
<tr>
<td>Homework</td>
<td>45 min</td>
<td>7:00 - 7:45</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>1st</td>
<td>45 min</td>
<td>8:00-8:45</td>
<td>English</td>
<td>Art</td>
<td>Social Studies</td>
<td>Computers</td>
<td>Math Lab</td>
<td>Science</td>
<td>P.E.</td>
<td>Mathematics</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>D. Tang</td>
<td>C. Bowen</td>
<td>C. Perkins</td>
<td>J. Kiang</td>
<td>L. Illowsky</td>
<td>E. Shin</td>
<td>M. Flores</td>
<td>L. Irvin</td>
</tr>
<tr>
<td>2nd</td>
<td>45 min</td>
<td>8:48-9:33</td>
<td>Mathematics</td>
<td>English</td>
<td>Art</td>
<td>Social Studies</td>
<td>Computers</td>
<td>Math Lab</td>
<td>Science</td>
<td>P.E.</td>
</tr>
<tr>
<td>Homeroom</td>
<td>15 min</td>
<td>9:36-9:51</td>
<td>P.E.</td>
<td>Mathematics</td>
<td>English</td>
<td>Art</td>
<td>Social Studies</td>
<td>Computers</td>
<td>Math Lab</td>
<td>Science</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>M. Flores</td>
<td>C. Kang</td>
<td>A. Gaunt</td>
<td>C. Bowen</td>
<td>C. Perkins</td>
<td>J. Kiang</td>
<td>L. Irvin</td>
<td>E. Shin</td>
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<tr>
<td>Snack</td>
<td>15 min</td>
<td>9:52-10:07</td>
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<td></td>
</tr>
<tr>
<td>3rd</td>
<td>45 min</td>
<td>10:10-10:55</td>
<td>P.E.</td>
<td>Mathematics</td>
<td>English</td>
<td>Art</td>
<td>Social Studies</td>
<td>Computers</td>
<td>Math Lab</td>
<td>Science</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>M. Flores</td>
<td>C. Kang</td>
<td>A. Gaunt</td>
<td>C. Bowen</td>
<td>C. Perkins</td>
<td>J. Kiang</td>
<td>L. Irvin</td>
<td>E. Shin</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>D. Tang</td>
<td>M. Flores</td>
<td>L. Illowsky</td>
<td>A. Gaunt</td>
<td>C. Bowen</td>
<td>C. Perkins</td>
<td>J. Kiang</td>
<td>L. Irvin</td>
</tr>
<tr>
<td>5th</td>
<td>45 min</td>
<td>11:46-12:31</td>
<td>Math Lab</td>
<td>Science</td>
<td>P.E.</td>
<td>Mathematics</td>
<td>English</td>
<td>Art</td>
<td>Social Studies</td>
<td>Computers</td>
</tr>
<tr>
<td>LUNCH</td>
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<td>12:31-1:06</td>
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<td></td>
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</tr>
<tr>
<td>6th</td>
<td>45 min</td>
<td>1:10-1:55</td>
<td>Computers</td>
<td>Math Lab</td>
<td>Science</td>
<td>P.E.</td>
<td>Mathematics</td>
<td>English</td>
<td>Art</td>
<td>Social Studies</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>C. Kang</td>
<td>L. Irvin</td>
<td>E. Shin</td>
<td>M. Flores</td>
<td>L. Illowsky</td>
<td>A. Gaunt</td>
<td>C. Bowen</td>
<td>C. Perkins</td>
</tr>
<tr>
<td>7th</td>
<td>45 min</td>
<td>1:58-2:43</td>
<td>Social Studies</td>
<td>Computers</td>
<td>Math Lab</td>
<td>Science</td>
<td>P.E.</td>
<td>Mathematics</td>
<td>English</td>
<td>Art</td>
</tr>
<tr>
<td>8th</td>
<td>45 min</td>
<td>2:46-3:31</td>
<td>Art</td>
<td>Social Studies</td>
<td>Computers</td>
<td>Math Lab</td>
<td>Science</td>
<td>P.E.</td>
<td>Mathematics</td>
<td>English</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>C. Bowen</td>
<td>D. Tang</td>
<td>J. Kiang</td>
<td>C. Kang</td>
<td>E. Shin</td>
<td>M. Flores</td>
<td>L. Irvin</td>
<td>A. Gaunt</td>
</tr>
<tr>
<td>After School</td>
<td>75 min</td>
<td>3:45-5:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

Homework assistance is offered at no cost to those families whose student is receiving a grade of “D” or “F” in the core curriculum (Math, English, SOCIAL STUDIES and/or Science). We will offer after school care for a fee.

Snack for all students

Lunch for all students

After School Clubs and Activities
**Ivy Bound Academy Charter Middle School**  
**2011-12 Friday Schedule**

<table>
<thead>
<tr>
<th>Period</th>
<th>Time</th>
<th>Length</th>
<th>Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>8:00 - 8:30</td>
<td>30 min</td>
<td>5A: English D. Tang, 5B: Art C. Bowen, 6A: Soc. Studies C. Perkins, 6B: Computers J. Kiang, 7A: Math Lab L. Illowsky, 7B: Science E. Shin, 8A: Physical Ed. M. Flores, 8B: Mathematics L. Irvin</td>
</tr>
</tbody>
</table>

**NUTRITION PERIOD FOR ALL STUDENTS**

<table>
<thead>
<tr>
<th>Period</th>
<th>Time</th>
<th>Length</th>
<th>Class</th>
</tr>
</thead>
</table>

No Homework Club is offered on Friday. All students must be picked up by 1:00 p.m.
v. A Typical Day at Ivy Bound Academy

A visitor to our school will see our teachers …

- Flipping through the multiple white boards screen that they have generated during their prep time (or at home) to discuss with their students the contents of that day’s lesson.
- Using their resource library (right on their board) to pull up
  - a periodic table.
  - the picture of a pro- or eukaryotic cell.
  - an atom with its protons, neutrons, and electrons, and their proximity to each other.
  - a map of the United States, Europe, Asia, South America, etc…
- breaking their classes into groups and having them race against time, and each other, to practice their mathematic operations.
- Using PowerPoint created lessons to teach.
- Use iRespond student response remotes to poll the students, and immediately identify if they need to repeat the lesson, move forward, and how long is each student taking to answer the questions.
- Use GradeCam at opening or close of lesson to quickly identify gaps in student knowledge that require re-teaching.
- Walk around the class with an iPad at hand taking attendance, entering a grade in Power School, or control a presentation being presented on the Smart Board.
- Use the same iPad synched with a wireless microscope to show students an image at 50x to 400x magnified so that students can see the world around them at microscopic levels, and hand the same microscope to the student to share with the rest of the class something interesting to them.
- In the computer lab, a visitor can see how a student uses the internet to gather data and use that data to create a presentation, a business plan or a budget.
- Or run through a tutorial on Custom Guide to learn how to input a formula in a spread sheet or a database.
- In Math Lab, the visitor can see a student take an assessment to determine their knowledge in math, and work through their generated knowledge map to learn or relearn concepts difficult to them, and when they run across a concept difficult for them to grasp to log on to Khan Academy and through a 5 to 10 minute presentation understand the concept and use ALEKS to master their understanding.
- The can see how a teacher from her iPad or their computer to monitor or control student screen and be able to send one or all of the students a message or instruction using Lan School.
- At the end of class, email parts or all of the lesson, student assignment, etc… to each of the students in the class.

The visitor will see students that are motivated and involved in their learning. They may see a student at the interactive white board using Easy Teach to provide all of the factors that are necessary to sustain plant life (water, sun, soil, temperature), and see their plant grow in comparison to the computer generated plant with the ideal situation.

- or creating a circuit that, if all of the wiring is done correctly, will actually work with the light bulb turning on and off, and the bell ringing, and the motor running.
Observing a food chain at every level, and determine what happens to the herbivores, omnivores, and/or carnivores in the pyramid as their environment is developed, a new species is introduced, or disease destroys a population in the chain.

Identifying and putting together all of the chambers of the heart, and seeing the heart start pumping.

Our visitors would see students in the classes broken into groups of 2 to 4 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 task, 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>
<thead>
<tr>
<th>Group _____</th>
<th>Today’s Date _____ / _____ /200 _____</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who is/are absent? __________________________________________________________________________</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Does everyone have their homework? _____ Pts.</td>
<td>Has everyone met ALL class rules? _____ Pts.</td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>-------------------------------------------</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>---------------------------------------------</td>
<td>-------------------------------------------</td>
</tr>
<tr>
<td>Who has contributed the most to the group today? ___________________________________________ , _____ Pts.</td>
<td></td>
</tr>
</tbody>
</table>

**Student/Group Comments:**
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Total Points Earned _________

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

Our faculty will use a rich repertoire of instructional strategies, curriculum, and materials. Sample instructional strategies include:

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

1) Ivy Bound Academy will implement a proven effective model of standards-based instruction: Strategic Design for Student Achievement (SDSA). 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 faculty in utilizing this approach, we train faculty to: (1) design standards-based instruction (using the principles of backwards design), (2) align appropriate assessments to the standards, (3) 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 4) analyze achievement outcomes to determine effectiveness. Marzano (2003) cites research reported by D. Reynolds and C. Tedley indicates that these strategies have proven to be successful in closing the achievement gap between higher and lower socio-economically disadvantaged students as well as our target population. These strategies are also reflective of the work conducted by Ron Edmonds in determining effective schools.

There four stages, as implemented at IBA, are as follows:

**Stage 1: Unpacking and Prioritizing State Content Standards**

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

- Understand the three steps of the backward design process (identifying desired results, designing and aligning assessments to those results, differentiating instruction to meet the needs of all learners).
- Apply a concrete process for analyzing standards which helps teachers internalize the standards as well as determine the following information:
Teachers in each of the content areas, including Physical Education and visual performing arts will use California State Content Standards as part of this process.

Stage 2: Aligning Assessments (formative and summative) to content standards
Teachers will design effective assessments that are aligned to standards and provide an accurate measure of a student’s ability to engage in the level of thinking that is required by each standard. Specifically, teachers will:

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

Stage 3: Differentiating Instruction to Meet the Needs of All Learners
Teachers will design innovative instructional strategies by:

- Differentiating the content, process, and products delivered to students in order to provide equal access to standards-based education for all learners (including English language learners and students with special needs)
- Writing effective standards-based lesson plans, sharing explicitly with students the "Learning Targets" for the unit
- Exploring how all learners (including ELLs and special needs students) vary in their readiness, interests and learning profiles)
- Using a repertoire of research-based instructional strategies proven to increase student achievement in a standards-based system (e.g. latest research from Marzano, Pickering, Pollock, Schmoker, Tomlinson)
  - All coursework will involve a rich repertoire of instructional strategies, curriculum, and materials. Many of the sample instructional strategies listed below incorporate one or more of the nine research-based strategies proven to have a positive effect on student
learning as described in Classroom Instruction that Works (Marzano, Pickering, Pollock, 2001). Sample instructional strategies will include:

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

- Creating learning experiences that promote understanding, interest, and excellence
- Innovating and enhancing current standards-based adopted programs

Stage 4: Analysis of Achievement Outcomes to Determine Effectiveness

Teachers will analyze achievement outcomes by:

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

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

The Strategic Design process enables teachers to design and deliver comprehensive, standards-based lessons, in which multiple standards from across the content areas are effectively addressed and assessed.
## Sample Standards-based Unit and Lesson Plan

### P1 Standard(s)
- **WS 2.1 Write narratives**
  - a. Establish a plot, point of view, setting and conflicts.
  - b. Show, rather than tell, the events of the story.
- **SA 2.1 Deliver narrative presentations:**
  - a. Establish a situation, plot, point of view, and setting with descriptive words and phrases.
  - b. Show, rather than tell, the listener what happens.
- **RC 2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.**

<table>
<thead>
<tr>
<th>Bloom’s</th>
<th>5</th>
<th>5</th>
<th>4</th>
</tr>
</thead>
</table>

### Essential Questions
- How can I write a story with interesting characters and a creative plot?
- How can I tell interesting stories that will be exciting to read?

### Summative Assessment(s)
- Write narrative story that includes the theme of Competition and Cooperation. The narrative should create a vivid picture of the characters in the reader’s mind, both through how you describe them, and how they act in the story.
- Turn your narrative piece into a dramatic interpretation.
- (At the beginning of the unit students will create a rubric which will evaluate their writing and their oral performance.)

### Related P2/P3 (discrete knowledge and skills)

<table>
<thead>
<tr>
<th>Related P2/P3</th>
<th>Bloom’s</th>
<th>Formative Assessments</th>
<th>Instructional Activities</th>
<th>Timeframe/Dates</th>
</tr>
</thead>
</table>
| **RC 2.3 Discern main ideas and concepts presented in text identifying and assessing evidence.** | 3 | - Create a storyboard with main ideas from each segment of *Class President*.
  - Create a story board for their own fictional narrative. | - Share with students the "Learning Targets"
  - Several storyboards with other stories
  - Read aloud - students signal when the theme (Competition and Cooperation) arises
  - Brainstorm topics relating to the theme of Competition and Cooperation | 2 periods |
| **LR 3.3 Contrast the actions, motives (e.g., loyalty, selfishness, conscientiousness), and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme.** | 4 | - Compare and contrast graphic organizer about characters from *Class President* that includes inferences about characters.
  - Cause and effect analysis – how does each character’s actions escalate or de-escalate conflict? | - Inference t-chart– views about others – what we see and what we infer
  - Character web to compare characters
  - Role play situations in the story from the character’s perspective
  - Cause and effect charts | 2 periods |
<table>
<thead>
<tr>
<th>Topic</th>
<th>Activity</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>WA 1.1 Create multiple-paragraph narrative compositions:</td>
<td>- Outline characters’ actions for their own fictional narrative (build on storyboard).</td>
<td></td>
</tr>
<tr>
<td>a. Establish and develop a situation or plot.</td>
<td>- Write complete paragraphs (1 each) about 3 people you know.</td>
<td></td>
</tr>
<tr>
<td>b. Describe the setting.</td>
<td>- Detailed written description of a location with illustration.</td>
<td></td>
</tr>
<tr>
<td>c. Present an ending.</td>
<td>- 1st draft of story with 3 different endings.</td>
<td></td>
</tr>
<tr>
<td>WA 1.1 Read aloud narrative and expository text fluently and</td>
<td>- Hamburger paragraphing (bun, meat, fixings)</td>
<td>5 periods</td>
</tr>
<tr>
<td>accurately and with appropriate pacing, intonation, and expression.</td>
<td>- Shared writing adding setting details</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Say it-draw it (student reads setting while other student draws the picture in their head)</td>
<td></td>
</tr>
<tr>
<td>LS 1.6 Engage the audience with appropriate verbal cues, facial</td>
<td>- Compare and contrast listening activity (read flat then with expression)</td>
<td>1 period</td>
</tr>
<tr>
<td>expressions, and gestures.</td>
<td>- Self-recording at listening station</td>
<td></td>
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<tr>
<td></td>
<td>- Peer-to-peer practice with feedback</td>
<td></td>
</tr>
<tr>
<td>WS 1.5 Use a thesaurus to identify alternative word choices and</td>
<td>- Mini acting class – using facial expressions</td>
<td>1 period</td>
</tr>
<tr>
<td>meanings.</td>
<td>- Improvisation games – quick response, one sentence, etc.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Introducing the thesaurus</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Workbook activities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Game – most interesting sentence</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Objectives</td>
<td>Do Now</td>
</tr>
<tr>
<td>------</td>
<td>------------</td>
<td>--------</td>
</tr>
</tbody>
</table>
| n/a  | (Standard LR 3.3)  
By the end of the lesson students will be able to:  
1) Find and write three characters inferences that can be made from the text.  
2) Draw a cause and effect chart for the protagonist (Julio Sanchez) and one other character (Arthur or Cricket), showing how their actions lead to competition or cooperation. | Free-write: Use as much detail as you can think of to describe your favorite person. |  
- Debrief the Do Now, record adjectives they use in two columns: things we can see/things we have inferred. Students derive a definition of “infer” – what do all those words have in common (they are not visible traits, we have to infer them.)?  
- Brainstorm with the students how we infer character traits (what people say, their facial expressions, their actions, etc.)  
- Students get into pairs to re-read *Class President* and complete a graphic organizer with character names, and space to record descriptive words about the character, and how they made the inference. (Model doing this with the main character.)  
- Introduce the character cause and effect chart. Using Lucas’s character as an example, walk the students through his character, and the choices he makes lead to cooperation in the story.  
- Students begin in class to create a cause-and effect chart for Julio and either Arthur or Cricket. | Complete the cause and effect charts for Julio and Arthur or Cricket.  
Journal: When have you recently made a choice that led to either competition or cooperation? Describe the situation and the choice you made. |
| n/a  | (Standard LR 3.3)  
By the end of the lesson students will be able to:  
1) Create detailed descriptions of the main characters in their original fictional narrative.  
2) Outline main character actions for their original fictional narrative, and add those actions to their story board. | Picture the main character in the story you started, and draw him or her. If you don’t want to draw, you can write a description. |  
- Debrief the Do Now, inviting students to share their drawings or descriptions with the class. Ask probing questions about the characters, and invite the class to do the same.  
- Brainstorm descriptive words and record them on note cards. Have students come up to the board and reorganize them into categories.  
- Using a character from *Class President*, do a shared-writing description of the character, inviting the whole class to add descriptive details.  
- Students use that model to write detailed descriptions of the main character in their own story.  
- Students then use the cause and effect chart to outline character actions in their stories. They then add those details to their story boards. | Write a descriptive paragraph and create a cause-effect chart for another one of the characters in your story. Add that information to your story board. |
2. Ivy Bound’s Technology

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 iRespond student response systems provide students with visual and kinesthetic learning experiences that allow them to participate in their learning, not just be passive receptacles of knowledge.

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

Student and teachers at IBA use all forms of discrete educational software programs including integrating learning systems, computer-assisted instruction, and computed-based instruction (http://www.ncrel.org/sdrs/areas/issues/methods/technlg/te800.htm). Among the highlights of these programs are:

- SMART Interactive Whiteboards (all courses) - described below,
- ALEKS (Math Lab) - described below,
- CUSTOM GUIDE, Learn on Demand program, (used to teach and supplement Microsoft Office programs),
- Wireless microscopes synched with iPADS (wireless handheld microscope allows teacher to 'scope' and image appears on each student's iPADS in Science courses),
- QUIA - web-based assessment tool of games that can be linked to teacher-created questions for any subject as a homework assignment, in-class activity, or assessment,
- GRADECAM - described below, and
- iRESPOND - described below.
- Lan School to monitor computer usage by students and communicate with students in the computer or Math Lab.

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. Below is a sample screen from a science lesson.
Of Ivy Bound Academy Charter School

CA Science Standard 1.b. – Students know the characteristics that distinguish plant cells from animal cells, including chloroplasts and cell walls.

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

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

Learner motivation
- Intrinsically motivated learners enjoy demonstrating their knowledge on the interactive whiteboard as a means of showcasing individual achievement
- Extrinsicly motivated learners are enticed by the “wow factor” and are motivated by the enjoyment of using the technology
- Interactive whiteboards are dynamic and compete successfully with student’s favorite consumer technologies (e.g., games, cell phones, MP3 players), helping keep students focused and on task

Knowledge retention
- Interactive whiteboards help make lessons memorable 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

Learning styles and special needs
- Visual learners benefit from note-taking, diagramming and manipulating objects or symbols on the large screen
- Kinesthetic and tactile learners can reinforce learning through exercises involving touch, movement and space on the interactive whiteboard
- Deaf and hearing-impaired students gain from the ability to both see visuals on the screen and the simultaneous use of sign language
- Visually impaired students with some vision ability can manipulate objects and text and participate in ways not possible on a small computer screen
- Special needs students with physical challenges or behavioral issues benefit from the interactive whiteboard. The large screen and touch-sensitive surface facilitate ICT learning beyond standard keyboard-and-mouse applications, and it can also be used to promote good behavior.

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.

(EMT Technologies, 2004)

iRESPOND is an interactive remote response system that lets teachers and students communicate with each other. It uses a remote control and infrared receiver system which registers live feedback. Teacher and students can create presentations, quizzes, games and surveys using the iRespond Software. The software can also integrate with PowerPoint and other office software to deliver high quality content lessons and user interaction.

GRADE CAM, a technological innovation in every classroom, enables teachers of all subjects to efficiently gauge student understanding. Teachers can use it to gauge student understanding of a lesson by a 3-5 question warm up or readily make up true/false or multiple choice mini-assessments or full length tests, and choose to implement them as graded or non-graded formative or summative assessments. The purpose of GradeCam is more formative than summative however, and teachers utilize them several times a week. In a fairly typical implementation of this technology, a teacher will ask several questions relevant to the lesson just learned that day or the day before, ask students to answer the questions displayed on the SmartBoard on a specified sheet of paper, then ask students to flash their paper under the GradeCam during class or as they leave. The student answers are automatically marked and enabling the teacher and students to immediately see which questions were completed correctly. Teachers then address the gaps in each student's skill or knowledge during that same or next class period. This gives the teacher immediate feedback where they can decide if they need to re-teach a concept or a lesson before they move forward with the next lesson because a noticeable number of students did not fully comprehend the concept. The teacher can also print out each student’s results to be handed out to them as well as a class result to be inputted into Power School for grading purposes.

All students at IBA also benefit from a period of technology driven mathematics in a course we call Math Lab where we use a web based program called ALEKS. In this class, students meet daily and through an initial assessment are placed at their appropriate level. ALEKS content is aligned to the standards, and as students begin working thorough different problems, they begin to fill their pie. After every 10% progress, the program assigns a “Progress Assessment”, and when they finish their pie, they receive a comprehensive assessment. As they work through the standards to be learned, if they do not understand a certain concept, they can select the “Explain” button where the problem is dissected and explained. If they understand it, the program will give them a few problems like it until they get the concept. If they do not understand the explanation, they can logon to Khan Academy for a video explanation of the concept and/or ask the teacher in the classroom for help. We start all students one grade level below their current grade level at the beginning of the year to make sure that there are no gaps in their knowledge. Students progress through the concept and we regularly see students by midyear at above grade level in ALEKS. This also helps them with their understanding in their core math classroom.
Of Ivy Bound Academy Charter School

There are three computer labs at school. One is designated as the Math Lab class, the second to the computer class and the third free lab to be reserved by any teacher who wishes to have students work online to research and gather information to be used for their work or a project. Access to computers is also offered after school. Students or parents who do not have access to computers at home can stay at school and work in any of the three computer labs to do work or look up their child’s work and grades on Power School. Regular training in understanding Power School is offered to parents that may not be computer savvy and need help in understanding how to navigate through the school’s student information system. Recent research on technological equity suggests that consistent access to technology after school is an essential component of closing the digital divide (Warschauer, UCACCORD Public Policy Series, 2004).

This breadth of technology integration is not readily available in surrounding schools. Research shows that when used properly, computers serve as an important tool in improving student achievement. (http://www.sbceo.k12.ca.us/~ims/techcen/EETT/ImpactofET.pdf)

3. We capitalize on 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 Power School - a Student Information System readily accessible by students, parents and faculty - coupled with iResponds, QUIA assessments and GradeCam ensures an abundance of recent student assessment (both formative and summative) data is always available. The ease at which any of these pieces of technology can upload student mini-quiz (non graded and graded alike) data into Power School and our ongoing professional development focus on data driven instruction allow teachers to identify learning gaps and adjust their pedagogy and resources accordingly. Since the first two pillars of IBA's teaching methodologies are fully implemented, this third feature will be the focus of our professional development in the years ahead.

Countless research studies nationwide attest to the efficacy of data driven instruction, when data is triangulated, recent and regular. IBA's infrastructure of almost daily updates of student achievement data result in our school poised to implement the most effective form of data driven instruction. While many schools rely on annual analysis of CST tests, IBA has student portfolios on Power School that include standardized tests, teacher-created assessments, rubrics evaluating projects and presentations, scans of student writing and reports, textbook assessments, scanned student investigations and teacher comments.

IBA enters STAR data and all forms of assessment data into the SIS, Power School, to identify trends and track individual, class, and school-wide academic progress. Power School made it possible for IBA to participate in the academic progress evaluation conducted by CREDO. The school uses Power School to create a variety of reports on student achievement, including disaggregated data by content strand, student subgroup, grade-level, and classroom.

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Of Ivy Bound Academy Charter School

These reports are used by teachers and other staff to collectively analyze student performance. We conduct a multi-year study of student performance by sub-group and grade level. Each year of the study, the school staff and its governing board examine the findings and plan to make appropriate adjustments to ensure the success of all students in the school.

Utilizing Power School's many data points on each student, the school leadership tracks student growth on state standards and runs analyses such as pivot tables 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, but will eventually be the responsibility of departmental and grade-level leaders, who will develop the capacity to design 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. Even as the responsibility transitions to departmental leads, the principal will continue to supervise the use of data by teachers (through meetings with department leads and collection of data conferencing agendas and notes, and to monitor actual student progress through weekly examination of the data. In particular, the principal will monitor the progress of all subgroups (particularly language learners and special education students), and patterns of academic achievement or behavior that may indicate declining progress or inequitable outcomes among different sub groups. Any problematic data trends are directly addressed through meetings with individual teachers and departments, and through the examination of policies that may be contributing to declining achievement or inequities. At all times, teachers are expected to be able to articulate data patterns in their classrooms and describe what they are doing to raise the achievement of all students, and close any gaps that may exist.

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

How students learn best:

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

For ELL and economically disadvantaged students, project-based learning takes on additional importance. The collaborative activities inherent to it provide ELLs with systematic opportunities to improve their English proficiency in the context of authentic peer communication. Group interactions with the focus on the task rather than the language provides a nontthreatening 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).

**How Teaching Methodologies Meet the Needs of the Target Population**

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

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

All of IBA teachers stay at school until about 5:30 two to four days a week making themselves available to students who continue to struggle with concepts taught during class or to meet with a
Of Ivy Bound Academy Charter School

parent who needs help in finding ways to support their child. Students that struggle with core subject matters can sit with their teacher and get extra support or be guided as to where to find the necessary information to better understand a lesson or a project that they are working on.

G. Curriculum – Scope and Sequence

In designing the curriculum, IBA educators utilize the ‘backward design’ approach. The ends will be the learning goals enumerated in the California state standards as well as school-designed outcomes derived from our definition of an educated person. As described in Section K below, teachers are trained to create courses utilizing the SDSA ‘backward design’ approach and work during the summer to create, pace or re-pace their school years lesson plans.

Primary textbooks and resources that form the foundation of our courses have all been adopted by the State of California, and many are the choices of LAUSD. The state- and district-wide processes of choosing texts are comprehensive and designed to ensure that teachers, content experts, and the general public take part in a rigorous analysis of all standards-aligned options. Instructional materials in California are evaluated based on four sets of criteria: (1) alignment with academic content standards, (2) consistency with subject-specific curriculum frameworks, (3) satisfaction of instructional material evaluation criteria, and (4) portrayal of social content. Since this process is considered adequate by the State of California, IBA has accepted the results and only examined curricular resources approved in this manner.
IBA currently uses the following textbooks:

<table>
<thead>
<tr>
<th>GRADE</th>
<th>SUBJECT</th>
<th>ISBN</th>
<th>PUBLISHER</th>
<th>BOOK TITLE</th>
<th>YEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>English</td>
<td>0-13-054803-0</td>
<td>Prentice Hall</td>
<td>Literature (CA Edition) Bronze</td>
<td>1/2002</td>
</tr>
<tr>
<td>6</td>
<td>Math</td>
<td>0-618-72650-0</td>
<td>McDougal Littell</td>
<td>Math Course 1 (CA Edition) Pre - Algebra</td>
<td>2008</td>
</tr>
<tr>
<td>7</td>
<td>Math</td>
<td>0-618-72651-9</td>
<td>McDougal Littell</td>
<td>Math Course 2 (CA Edition)</td>
<td>2008</td>
</tr>
<tr>
<td>6</td>
<td>Science</td>
<td>0-618-64094-0</td>
<td>McDougal Littell</td>
<td>Focus On Earth Science Grade 6</td>
<td>2007</td>
</tr>
<tr>
<td>8</td>
<td>Science</td>
<td>0-618-30369-3</td>
<td>McDougal Littell</td>
<td>Physical Science (CA Edition)</td>
<td>1/2004</td>
</tr>
<tr>
<td>5</td>
<td>Social Studies</td>
<td>0-328-16673-1</td>
<td>Scott Foresman</td>
<td>History- Social Science for CA Our Nation</td>
<td>2006</td>
</tr>
<tr>
<td>8</td>
<td>Social Studies</td>
<td>0-07-869386-1</td>
<td>Glencoe CA Series</td>
<td>The American Journey: Discovering Our Past to World War I</td>
<td>3/2005</td>
</tr>
</tbody>
</table>

Process for Selecting Curriculum, Materials, Instructional Activities

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

- student-centered, active learning strategies,
- project-based learning,
Cognitive science research that proves the curriculum and its recommended pedagogical methods develop conceptual and in-depth understanding, technology-enhanced learning activities.

**LANGUAGE ARTS**
IBA's choice of Prentice Hall's Timeless Voices texts for grades 6-8 are also the chosen materials for LAUSD. Since IBA's student population reflects the diversity of Los Angeles, this program seems appropriate. IBA's choice for 5th grade, also a California adopted program, is in use at the high performing, diverse Chino Hills Rolling Ridge School, which has achieved tremendous success with all of its subgroup populations in English/Language Arts instruction. In fact, there is virtually no achievement gap at this school as 73%-79% of its White, Hispanic, African American and Economically Disadvantaged student populations all scored proficient or advanced on ELA CST tests.

*Tables aligning curricular resources, assessment, California State Standards and other measurable student outcomes can be found in Appendix I.*

**MATHEMATICS**
IBA's 5th grade choice for mathematics texts also coincides with Rolling Ridge, as described directly above. The remaining grades of IBA use the McDougal Littel books in use by LAUSD.

The choice of McDougal Littell's mathematics texts was both a reflection of LAUSD's choices and of research indicating that "minority students receiving the McDougal Littell program performed nearly 2.4 of 42 points better than minorities receiving comparison curricula." Furthermore, research indicated that the "technology components that supported instruction" were deemed among "the most effective and valuable components" of the program. Thus, the achievement records and the alignment with IBA's instructional approach seemed an appropriate fit to these resources.

*Tables aligning curricular resources, assessment, California State Standards and other measurable student outcomes can be found in Appendix I.*

**SOCIAL STUDIES**
IBA's texts for grades 5-8 are the LAUSD choices.

*Tables aligning curricular resources, assessment, California State Standards and other measurable student outcomes can be found in Appendix I.*

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3 Evidence-Based Small-Scale Study Executive Summary, Middle School Math, Course 2, September, 2005, the Technical Report, 09-05-2005 by Catherine Callow-Heusser, Ph.D. (ABD), Principal Investigator and Director, Douglas Allred, M.S., Project Coordinator, Daniel J. Robertson, Ph.D., Senior Research Analyst, Wendy Sanborn, Ph.D., Senior Researcher, EndVision Research & Evaluation, LLC
SCIENCE
IBA's science curriculum, all textbooks adopted by the State of California, provides technological components that have been well reviewed by educational researchers and teachers. A comprehensive study comparing McDougal Littell (IBA's grade 6-8 program) to other middle school science textbooks found McDougal Littell's to be: "more effective than others in increasing student achievement and improving their attitudes about science..."4

*Tables aligning curricular resources, assessment, California State Standards and other measurable student outcomes can be found in Appendix I.*

TECHNOLOGY
All students are enrolled in a daily technology course. Appendix I contains detailed scope and sequence (curriculum maps) for the Computer Class, for each grade level (pages 74-104) which aligns learning outcomes/standards to curricular resources, assessments, and content. The goals of this course include both imparting students with skills related to using technology as a tool and with habits of mind and behavioral norms for ethically and appropriately using technology. A summary of the standards covered can be found below:

**STANDARD 1: FUNDAMENTAL OPERATIONS AND CONCEPTS**

Communicate about technology using developmentally appropriate and accurate terminology
- Use basic vocabulary related to technology (e.g., FireWire, USB, parallel, serial, scanning, digitizing, OCR)
- Use basic vocabulary related to systems (e.g., network, infrastructure, Internet, Intranet, LAN, WAN, Ethernet, firewall, server, TCP-IP)

Demonstrate increasingly sophisticated operation of technology components
- Use touch-typing strategies to reach a minimum of 25 words per minute with accuracy
- Retrieve and save information remotely (e.g., network servers, Internet, Intranet, peripheral devices)
- Demonstrate functional operation of technology devices (e.g., presentation devices, digital cameras, scanners, document cameras, scientific probes)

When a system is not working properly, demonstrate an understanding of hardware, software and connectivity problem solving processes
- Use troubleshooting strategies to solve applications problems (e.g., file management strategies, online help strategies, documentation, collaboration with others)
- Use troubleshooting strategies to solve basic hardware problems (e.g., use online help, use documentation, collaboration with others)
- Use troubleshooting strategies to identify basic connectivity problems (e.g., use online help, use documentation, collaboration with others)

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4 Effectiveness Study Shows McDougal Littell Life Science Increases Student Achievement, Improves Attitudes About Science, Catherine Callow-Heusser, Ph.D., director of EndVision Research and Evaluation, conducted the study with Geoffrey D. Borman, Ph.D., of the University of Wisconsin-Madison, who assisted with analysis, October, 2005.
STANDARD 2: SOCIAL, ETHICAL AND HUMAN ISSUES - Students understand the social, ethical and human issues related to using technology in their daily lives and demonstrate responsible use of technology systems, information and software.

Discuss basic issues related to responsible use of technology and information and describe personal consequences of inappropriate use

- Explain the purpose of an Acceptable Use Agreement/Policy and the consequences of inappropriate use
- Describe and practice safe Internet/Intranet usage (e.g., do not post inappropriate or harmful material; do not reveal personal information; follow district Acceptable Use Policy)
- Describe and practice “netiquette” when using the Internet and electronic mail (e.g., publish photographs of people only with their permission)

Exhibit legal and ethical behaviors when using technology and information and discuss consequences of misuse

- Follow the rules for deciding when permission is needed for using the work of others, (e.g., some sites specify whether permission is required or not, some work is in public domain)
- Obtain permission to use the work of others
- Provide complete citations from electronic media (e.g., use age-level appropriate, district developed standardized reference formats for citing source of information)
- Explain copyright laws and “fair use” guidelines (e.g., in relationship to print, video, computer software, multimedia project, music)
- Describe copyright guidelines for multimedia creation and Internet development
- State personal consequences (e.g., fines, loss of privileges, grade reduction, academic probation) related to violations of:
  a) Copyright (e.g., sheet music, prerecorded music, print, video, images)
  b) Password security
  c) Privacy (e.g., student files on a network, floppy disk and hard drive)
  d) Internet usage (e.g., inappropriate postings, accessing inappropriate material)
- Discuss the negative impact of unauthorized intrusions into networked data and describe actions to prevent these intrusions

Demonstrate knowledge of current changes in technologies and the effect those changes have on the workplace and society

- Compare information technologies from past to present and describe the implications of computer power doubling every 18 months (Moore’s Law) (e.g., size, speed cost)
- Describe the impact of technology use on individuals at home and in the workplace (e.g., computer has replaced the TV for some individuals; free time is spent using technology versus outdoor activities; jobs have been created and/or eliminated due to technological advances; possible infringement of privacy)
- Discuss the social implications of the “digital divide” (e.g., homes and schools with much technology and connectivity versus those with less or none)
STANDARD 3: TECHNOLOGY PRODUCTIVITY TOOLS - Students use technology tools to enhance learning, to increase productivity and creativity, and to construct technology-enhanced models, prepare publications and produce other creative works.

Use formatting capabilities of technology tools for communicating and illustrating
  - Use word processing editing tools to revise a document (e.g., cut and paste, tabs and margins, font size, font style, delete and undo, selecting, spell check, click and drag)
  - Design a word processing document with graphical elements (e.g., clip art, digital photographs, symbols, using text wrap, cropping, sizing, drawing tools)

Use a variety of technology tools for data collection and analysis
  - Use technology device(s) to collect and record data (e.g., science probe, graphing calculator, PDA {personal digital assistant}, alternative keyboards, webcams, GPS and Internet)
  - Create and use a spreadsheet to analyze data (e.g., use formulas, create charts and graphs)
  - Create a database with multiple fields to manipulate data in a variety of ways (e.g., sort, merge, list and report)

Publish and present information using technology tools
  - Design and create a multimedia presentation or Web page using multiple digital sources (e.g., from camera, video, scanner, CD-ROM, Internet)
  - Publish or present the above production

Use technology tools to support system analysis and modeling
  - Manipulate several variables in a computer simulation to reach a desired outcome (e.g., simulation software, Web-based simulation, textbook support software)
  - Construct technology-enhanced models, prepare publications and produce other creative works.

STANDARD 4: TECHNOLOGY COMMUNICATIONS TOOLS - Building on productivity tools, students will collaborate, publish, and interact with peers, experts and other audiences using telecommunications and media.

Use telecommunications efficiently and effectively to access remote information and communicate with others in support of facilitated and independent learning
  - Communicate independently via e-mail, Internet, and/or videoconference with people in a remote location

Use technology tools for individual and collaborative writing, communication and publishing activities to create curricular related products for audiences inside and outside the classroom
  - Plan, design and present an academic product using technology tools (e.g., multimedia authoring, presentation software, digital cameras, scanners, projection devices)

Collaboratively use telecommunications and online resources
  - Request collaborative exchanges among people in local and/or remote locations (e.g., e-mail, online discussions, Web environments)
  - Communicate electronically to collaborate with experts, peers and others to analyze data and/or develop an academic product (e.g., e-mail, discussion group, videoconferencing)
• Present an academic product to share data and/or solutions (e.g., Web site, multimedia presentation, video)

**STANDARD 5: TECHNOLOGY RESEARCH TOOLS** - Students will utilize technology-based research tools to locate and collect information pertinent to the task as well as evaluate and analyze information from a variety of sources.

Locate information from electronic resources
• Identify electronic research resources
• Define subject searching and devise a search strategy to locate information using available electronic research resources (i.e., electronic card catalog, online or CD-ROM reference sources, grade level appropriate Internet resources)
• Explain the difference between subject and keyword searching
• Construct keyword searches including basic Boolean logic using available electronic research resources (i.e., electronic card catalog, online or CD-ROM reference sources and grade level appropriate Internet resources)
• Identify the author, copyright date and publisher of information located in electronic resources, including Internet resources

Evaluate the accuracy, relevance, appropriateness, comprehensiveness and bias of electronic information sources
• Create citations for electronic research sources following a prescribed format
• Gather research from a variety of electronic sources and identify the most appropriate information for answering the research question
• Obtain permission, when appropriate, to use the work of others Identify the components of a URL to determine the source of the information
• Identify the author of the information found from electronic resources and determine whether the author is an authority, displays bias and is a primary or secondary source

**STANDARD 6: TECHNOLOGY AS A TOOL FOR PROBLEM SOLVING AND DECISION-MAKING** - Students use technology to make and support decisions in the process of solving real-world problems.

Determine when technology is useful and select and use the appropriate tools and technology resources to solve problems

Based on a problem selected by the student, identify and use appropriate technology tools to:
• collect data (e.g., counting versus using a probe, book index versus online index)
• interpret data (e.g., use of a spreadsheet instead of a graphic organizer)
• develop a solution to the problem (e.g., creating a model versus using a spreadsheet)
• present findings (e.g., create a poster versus an electronic presentation)

www.ade.state.az.us/standards/technology/
ART
In these courses, students engage in artistic endeavors and learn about art and architecture through the ages. They develop artistic skills within a wide variety of forms including drawing, quilled paper, charcoal, ink, paint, water color, objet d’art, sculpture, clay, and more. Students gain understanding of artistic elements and principles such as design, perspective, architecture, and color. Furthermore, they learn about great artists and art history. Detailed scope and sequence (curriculum maps) that align the course’s content to standards, assessments and curricular resources can be found in Appendix I.

H. Instructional Strategies for Special Populations

Ivy Bound Academy is committed to the ideals of Academic Excellence, Democratic Leadership and Personal Growth for all students. Our mission includes full inclusion of all students across the range of academic and language achievement from educationally disadvantaged to gifted and talented. Specific special populations we serve include English Language Learners, academically gifted students, academically low-achieving students, students from economically disadvantaged backgrounds and students with Individualized Educational Plans (IEPs).

Families enrolling with documented special needs or English developing abilities, participate in further discussion with qualified, certificated staff and work together in developing, implementing and/or modifying special needs services. Utilizing data gathered from existing documentation and the IBA Intake Procedure, our staff makes every effort to put services in place for students based on students’ anticipated needs. Requests, conferences, and assessments are documented and kept in students’ files.

1. English Language Learners

IBA complies with federal, state, and district mandates regarding ELL education and re-designation of ELL students. IBA meets all requirements of federal and state law relative to equal access to the curriculum for English language learners.

IBA is vigilant about timely re-designation of ELL students. Within 30 days of the beginning of the school year, the school administers the state-required home language survey to identify students’ levels of English fluency.5 We use this information, annual CELDT data, teacher assessments, and ELD and ELA standards to determine EL student levels and reclassify English Learners as English proficient when appropriate. This data is also used to enable teachers to plan curriculum and instruction that will support and develop students’ ability to progress through the ELD levels.

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

5 In the event a student enters IBA without records and/or prior assessment and there is a family request or an apparent need for English language enrichment, a Home Language Survey is completed. If language other than English is indicated on the survey, appropriate testing and ELD level are utilized to maximize the student’s capacity for English language acquisition.
All ELLs are supported through a combination of modified instruction, a supportive school culture, and additional academic support as needed. ELLs have daily access to the core curriculum and are taught through structured English Immersion, including SDAIE strategies. Instructional techniques, assessments, materials, and approaches focus on communicative competence and academic achievement covering listening, speaking, reading, and writing skills (aligned with California ELD and Content Standards) in all areas of the curriculum. ELL students receive ELD and core content instruction appropriate for their English proficiency and grade levels.

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

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

- **Total Physical Response (TPR)**. Developed by James J. Asher in the 1960s, TPR is a language-learning tool based on the relationship between language and its physical representation or execution. TPR emphasizes the use of physical activity to increase meaningful learning opportunities and language retention. A TPR lesson involves a detailed series of consecutive actions accompanied by a series of commands or instructions given by the teacher. Students respond by listening and performing the appropriate actions (Asher, 2000a). Asher emphasizes that TPR can be the major focus of a language program or an extremely effective supplement, but that in order for it to be truly effective, training should include "a special course along with hands-on experience monitored by a senior instructor who is also skilled in the intricate applications of TPR" (par. 11). *(For a detailed review of the research validating this approach, as well as sample lesson plans and examples of how to use it in the classroom, see Asher, 2000b.)*

- **Cooperative Learning**. Robert E. Slavin (1995) has shown cooperative learning can be effective for students at all academic levels and learning styles. Other research indicates that cooperative learning can be an "effective vehicle for learning content and learning in a second language" (Calderon, 2001; Cohen, Lotan, Scarloss, & Arellano, 1999; McGroarty, 1989, as cited in Calderon, 2001, p. 280). Cooperative learning involves student participation in small-group learning activities that promote positive interactions. As Cochran (1989) notes, "Cooperative learning makes sense for teachers who have Limited English Proficient pupils in their classes because all students are given frequent opportunities to speak and because a spirit of cooperation and friendship is fostered among classmates." Through a shared learning activity, students benefit from observing learning strategies used by their peers. ELL students can benefit from face-to-face verbal interactions, which promote communication that is natural and meaningful (Johnson, Johnson & Holubec, 1994; Kagan, 1994). Calderon suggests that "cooperative learning is effective when students have an interesting well-structured task such as a set of discussion questions around a story they just read, producing a cognitive map of the story, or inventing a puppet show to highlight character traits" (2001, p. 280).
**Language Experience Approach** (also known as Dictated Stories). This approach uses students’ words to create a text that becomes material for a reading lesson (Carrasquillo & Rodriguez, 2002). Students describe orally a personal experience to a teacher or peer. The teacher or another student writes down the story, using the student’s words verbatim. The teacher/student then reads the story back as it was written, while the student follows along. Then the student reads the story aloud or silently. Other follow-up activities can be done with this approach. In this way, students learn how their language is encoded as they watch it written down, building sight word knowledge and fluency as they use their own familiar language. This approach allows students to bring their personal experiences into the classroom—especially important for culturally diverse students (Peterson, Caverly, Nicholson, O’Neal, & Cusenbary, 2000).

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

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

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

Some students enter the school better-prepared or naturally-endowed to learn at a faster pace than others. Since the mission of IBA includes assuring that all students’ educational experiences are rigorous, teachers are prepared to provide additional challenges for these students. Portfolios and exhibitions are particularly useful in assuring that students are accountable for working up to potential as they can customize expectations to the learner. Students working at different paces are sometimes paired so that students excelling in a particular subject help students struggling with material. Brain-based research shows that people deepen understanding through the process of teaching others (Caine & Caine, 1998).

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

3. Academically Low-Achieving, or At-Risk, Students

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 basic or below on any portion of the STAR tests. Staff is trained in the signs of common learning disorders to increase the likelihood that these needs will be identified.

A key component of addressing the needs of at-risk students (students not proficient in English Language Arts or Mathematics grade level standards) at IBA is early intervention - with the goal of closing the achievement gaps before they become too large (DuFour, 2002; Haycock, 2001). Instructional activities vary to accommodate different learning styles and draw out students’ various strengths. Students’ simply needing additional assistance in particular subjects or skill areas may get additional help from peers, staff, and volunteer tutors. Students who are not achieving because of distracting issues in their personal lives have a forum for identifying and discussing issues in advisory or one-on-one with staff. When additional interventions are needed, the staff is proactive in coordinating support services.

To address the problem of potential at-risk students early, and to prevent students performing at or above grade level from falling behind, IBA holds extended day homework assistance/tutoring 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.

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

- **Small Group Tutoring (cooperative learning):** Underperforming students are placed in small (4-8 students) groups headed by a teacher, T/A or a volunteer tutor. Teachers provide these students with small group – and often one-on-one – tutoring before school. All students are welcome to sign up for after-school tutoring for a fee, while struggling students are offered this service for free.
This tested and very successful approach is one that we used at Ivy Bound Educational Center for 12 years, 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 low performing students (that do not have a learning disability) are often doing poorly because they lack 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 tutor available to them in these small groups, they can ask questions, and continue with their work.

Peer Tutoring is another strategy that is used by IBA to help our low performing students. This method helps both students (tutor-tutee) in one way or another. It helps the low performing student interact and learn from a peer, and it helps the student offering the support an opportunity to deepen his or her understanding of the subject matter already learned. We have utilized a group of about twenty of our academically strongest 8th graders (criteria for selection: they must have straight A’s in all core subjects and no less than a B in none core subjects) that meet regularly in the morning or afternoon, and they are assigned a struggling student to work with. What we have found is that with the presence and guidance of a teacher and the support of a peer mentor, our students reach their desired goal much better and faster.

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 performor with a low performor student based on test results. The tutoring
sessions themselves are quite similar to the CWPT intervention discussed above. The difference is that the PALS students are in competition only with themselves. They use the test content to set goals, and a possible retest of the content (after the session) to gauge their teams progress. Using PALS gives the low performing tutee another opportunity to better understand the lesson before embarking on new material. It also gives the tutor an incentive to study hard for following exams so that they can earn extra credit for helping their peers in need of support. As an incentive to the tutee, the teacher may choose to retest the low performers and give them an average of the two grades. This will give the low performing student the incentive to learn so that they could possibly raise their grade.

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

- **Computer Assisted Instruction (CAI):** As a technology-based middle school, we rely heavily on using this strategy to help our low performing students increase subject competence. We used CAI at Ivy Bound Educational Center as a mean of helping our students for skill practice, and are familiar with the results. CAI is also used at SCORE Learning Centers (a very successful chain of centers that only uses computer assisted instruction). This approach is the most cost effective (minimum man power), and one that students are comfortable and receptive to. Students already enjoy playing games on computers. Most of the products on the market that use CAI have made the programs interactive and fun. Low performing students are assigned to the computer lab to perform drills on areas that the teacher finds the student lacks a thorough understanding.

- **Cooperative/Flexible Group Learning:** Particularly important at IBA is the emphasis on cooperative learning in flexible groups. By working closely with students at all ability levels, all students gain new knowledge, learn new strategies for solving problems, and develop new perspectives on the value of learning. Flexible grouping helps all students to realize that everyone has unique skills and abilities to bring to the task and increases their positive attitudes towards school, learning and success.
Of Ivy Bound Academy Charter School

Student Success Team

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

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

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

The IVY BOUND ACADEMY 12 SST meeting steps include:

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

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

IBA staff monitors students to assure that they receive appropriate support services, including special education and/or related services for students with exceptional needs. An important objective of professional development is to assure that teachers and administrators are aware of the breadth of student needs and the ways they are manifested in the classroom. Teachers who skillfully target students’ diverse needs through appropriate instruction can do a lot to reduce the need for additional supplemental services. We are committed to creating a supportive environment for students with demonstrated needs, and providing services for those students who have Individualized Education Plans (IEPs).

4. Socioeconomically disadvantaged students
IBA offers a whole day program: school schedule from 8:00 AM-3:30 PM, and a before- and after-care program from 7:00-8:00am and 3:30-5 pm, respectively, to accommodate working families. In our recent analysis of CST test scores for all IBA students we found that socioeconomic status was not statistically significant in impacting test scores when adjusted for coinciding subgroup identifications.

While IBA is sensitive to socioeconomic differences and ensures all students have full access to the educational and social activities at the school, we have not found systematic research that correlates socioeconomic status with school achievement in a way that can lead to a pedagogical generalization. Student needs will be met on an individual basis, using data about student learning profiles that goes beyond assumptions to identify true learning needs. If students that are socioeconomically disadvantaged are low achieving or struggle with learning differences or are identified as English Language Learners, we utilize strategies described in other sections of this petition.

5. Special Needs
Inclusion is a priority and the preferred method of educating all students at IBA. Therefore, special needs students are placed into the integrated classroom to the extent possible. The IBA special education program serves multiple functions. There are pre-referral interventions in place that are intended to exhaust all resources in the general education program prior to special education referral, identification, and placement. These interventions include the Student Success Team (SST) meetings. Identification for SST referrals is coordinated and monitored by the special education teacher and IEP coordinator. General education teachers, the administrator, and parents of students who may need an SST provide data to the special education teacher and IEP coordinator. The data include teacher observations, parent observations, student work, informal assessments, STAR testing results, and other assessments. The data are reviewed by the resource specialist program (RSP) teacher, IEP coordinator, administrator, general education teachers, and parents at an SST team meeting. This meeting determines the student’s strengths, needs and challenges, classroom and school accommodations, and other interventions needed to facilitate the student’s access to the general education curriculum. Accommodations and interventions include classroom-based interventions, after-school homework support, tutoring, a math intervention program, assistance for reading, and other interventions. In addition, follow-up SST’s are conducted to determine if the accommodations and other interventions were effective, and the parents along with the other team members decide if special education referral is necessary. If not, a new SST plan is drafted.
Special education referral is documented through LAUSD Welligent. All communication, notifications, forms, and other federally mandated documents are tracked through LAUSD Welligent. In addition, a special education team facilitates the referral process. This includes a credentialed school psychologist, a LAUSD nurse, an IEP coordinator, an RSP teacher, and other credentialed related services specialists (e.g. occupational therapist, speech and language pathologist). Within 60 days of a parent’s consent to assess for a special education evaluation, an initial IEP meeting is conducted to determine a student’s free and appropriate education (FAPE), which includes, but is not limited to, eligibility, identification, appropriate placement in a least restrictive environment, annual goals, accommodations, time period of IEP, and other supports designated in the IEP. In compliance with IDEA, annual reviews, three-year reviews, amendment IEP’s, individualized transition plans, and other IEP reviews are conducted by an IEP team.

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--a credentialed speech therapist from Sunshine Speech, a credentialed occupational therapist provide IEP mandated service minutes. These are also tracked in Welligent. In addition, a school psychologist is contracted to provide assessments for re-evaluations and three-year reviews. The RSP teacher also has on-going collaboration with general education teachers to implement all classroom accommodations and to ensure that annual goals are met. Professional development workshops on serving special education students are also given to all teachers at IBA. General education teachers also have access to IEP’s, and are reminded consistently of accommodations that need to be implemented. The RSP teacher provides support to general education teachers on a consistent basis.

I. Special Education Program

All charter schools must adhere to all terms and conditions of the Chanda Smith Modified Consent Decree (“MCD”) and any other court orders and/or consent decrees imposed upon the LAUSD as they pertain to special education. Charter schools must ensure that no student otherwise eligible to enroll in their charter school will be denied enrollment due to a disability or to the charter school’s inability to provide necessary services. Policies and procedures are in place to ensure the recruitment, enrollment and retention of students with disabilities at charter schools.

A Memorandum of Understanding (“MOU”) will be executed by and between the Los Angeles Unified School District and Ivy Bound Academy Charter regarding the provision and funding of special education services consistent with the requirements of the LAUSD SELPA Local Plan for Special Education.
*SELPA Reorganization*

The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code § 56195.1(a) and intends to continue operating as a single-District SELPA as in the current structure but will now create two 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). The Charter-operated schools will not have a LEA status but will function in a similar role in that each charter school will be responsible for all special education issues including services, placement, due process, related services, special education classes, and special education supports. Charter schools may apply for membership in the Charter-operated Program section of the SELPA. These schools will receive support from a Special Education Director for the Charter-operated Programs.

*Modified Consent Decree Requirements*

All charter schools chartered by 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 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 Modified Consent Decree, data requests from charter schools that are not connected to the District’s current Student Information Systems (“SIS”) are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor’s required format and are as follows:

- The Independent Charter School Suspension/Expulsion Report, due monthly throughout the school year.
- Paper SESAC Report and Welligent Student Listing Verification, due monthly throughout the school year.
- CBEDS, which is due at the end of October of Each School Year.
- All Students Enrolled December 1 of Each School Year, due at the end of December every school year.
Of Ivy Bound Academy Charter School

- Graduation Status of 12th Grade Students Enrolled on December 1, due at the end of June every school year.

The District is currently in the process of developing an Integrated Student Information System (“ISIS”) as required by the MCD. Although most charter schools are not currently utilizing the District’s current SIS, the MCD requires all charter schools to implement the use of ISIS once it is developed.

### J. Timeline for Implementation

The IBA program is fully implemented. While the original petition stated an additional component of a mentorship program, the school currently does not have plans or resources to achieve this and is adjusting this petition accordingly.

<table>
<thead>
<tr>
<th>Academic Program Component</th>
<th>Purpose</th>
<th>Year to begin</th>
<th>Context for Implementation</th>
</tr>
</thead>
</table>
| Strategic Design for Student Achievement | To ensure that all classroom instruction and assessments are rigorous and aligned to State Standards | Year 1 - COMPLETE       | • All grades
• Daily classroom integration                                                            |
| Grade-level Advisories      | To provide on-going academic guidance and mentorship to all students       | Year 1 - COMPLETE       | • All grades
• Advisory meetings (1-2 times/monthly)                                                 |
| Integrated Technology       | To prepare students to be effective in the 21st Century and to provide active learning experiences in all curriculum, especially math | Year 1 - COMPLETE       | • All grades
• Consistent use of Office software, especially Powerpoint
• At least occasional use of Smart Boards and Qwizdom in classroom
• Universal access after school                                                     |
| Peer Mentorships            | To provide on-going guidance, both academically and socially to all students | Year 2 - POSTPONED INDEFINITELY | • All grades
• Older student paired with younger student
• Peer mentor meetings incorporated into advisory meetings                                  |
| Community Mentorships       | To provide real world application to academic knowledge to help with future career choices and to develop positive community relationships | Year 2 - POSTPONED INDEFINITELY | • All grades
• At least one project with community mentor integrated into a core subject               |
K. Teacher Recruitment and Professional Development

**Faculty/Staff**

The school opened with 8 teachers to support the initial fifth through seventh grade student enrollment. All core content teachers have a California multiple subject credential and/or a single subject credential corresponding to the subject they teach. In the 2010-2011 school year, faculty include:

- 1 multiple subject credentialed (msc) 5th grade teacher for English/Language Arts, Math and Social Studies, (CLAD certification to teach EL students/ ELD & SDAIE)
- 1 msc Science teacher for 5th, 6th and 7th grade, (CLAD certification to teach EL students/ ELD & SDAIE)
- 1 part-time msc Science teacher for 8th grade
- 1 single subject credential (ssc) Social Studies teacher for 6th, 7th and 8th grade, (CLAD certification to teach EL students/ ELD & SDAIE)
- 1 ssc Math teacher for 6th, 7th and 8th grade, (CLAD certification to teach EL students/ ELD & SDAIE)
- 1 ssc English/Language Arts teacher for 6th, 7th and 8th grade, (CLAD certification to teach EL students/ ELD & SDAIE)
- 1 msc Math teacher for Math Lab
- 1 ssc Art teacher for all students, (CLAD certification to teach EL students/ ELD & SDAIE)
- 1 msc technology/computers teacher for all students
- 1 ssc Physical Education Teacher/coach

The faculty total is, therefore, 7.5 academic teachers, 2 non-core teachers.

In the 2011-2012 school year, faculty include:

- 2 multiple subject credentialed 5th grade teachers for English/Language Arts, Math, Math Lab, Computers, Science and Social Studies, (CLAD certification to teach EL students/ ELD & SDAIE)
- 1 multiple subject credentialed Science teacher for 6th, 7th, and 8th grade, (CLAD certification to teach EL students/ ELD & SDAIE)
- 1 single subject credential Social Studies teacher for 6th, 7th and 8th grade, (CLAD certification to teach EL students/ ELD & SDAIE)
- 1 single subject credential English/Language Arts teacher for 6th, 7th and 8th grade, (CLAD certification to teach EL students/ ELD & SDAIE)
- 2 single subject credential Math teachers for 6th, 7th and 8th grade Math and Math Lab
- 1 single subject credential Art teacher for all students grades 5th to 8th, (CLAD certification to teach EL students/ ELD & SDAIE)
Of Ivy Bound Academy Charter School

- 1 multiple subject credential technology/computers teacher for students in 6th to 8th grade.
- 1 single subject credential Physical Education Teacher/coach for all grades.

The faculty total is, therefore, 8 academic teachers, 2 non-core teachers, and 3 teacher assistants.

IBA adheres to all requirements outlined by No Child Left Behind (NCLB) as described below in section K. Teachers meet the requirements for employment as stipulated by the California Education Code section 47605(l). All teachers hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in a non-charter public school would be required to hold.

In hiring faculty, IBA aims to hire a diverse faculty composed of highly qualified, fully credentialed teachers with enterprising spirits. We seek candidates who have experience designing and implementing a technologically-enhanced, active curriculum that is aligned to state standards. We also value teachers who wish to work as members of a team and who recognize their roles as significant stakeholders, assuming administrative, governance, and school development responsibilities. The hiring criteria are discussed further in Element 5.

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

In addition to posting on the IBA website and locations described above, we utilize:

- www.craigslist.com
- www.Monster.com
- http://www.ihiresecondaryteachers.com
- Advertisement in local papers such as LA Times, Daily News, etc…
- CSUN’s College of Education Career Center

**Professional Development**

Our Professional Development plan is intended to be a dynamic document that changes as the need of our students, teachers and staff changes. It is designed to accommodate our teachers needs based on the instructional program and the data gathered from our unit and other related assessments.

In order to implement our innovative educational program, we engage in a comprehensive model of continuous school improvement which includes full staff professional development as well as
Of Ivy Bound Academy Charter School

personalized coaching. This personalized coaching aims to provide teachers with practical guidance in ways to meet students’ needs.

Ivy Bound Academy’s professional development takes place during the pupil free week in January, two weeks in the month of August, as well as some of the minimal day Friday (shortened day for students) staff meetings throughout the year as deemed necessary.

<table>
<thead>
<tr>
<th>Academic Program Component</th>
<th>Topics of Professional Development</th>
<th>Date</th>
</tr>
</thead>
</table>
| Standards-Aligned, Data 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 | Summer, 1 Friday each month |
| Technology Integration | • SMART Boards  
• GradeCam  
• iRespond  
• Power School  
• iPad  
• LandSchool  
• Quia  
• Aleks | During the Summer, post CUE conference in March |
| Hands On Learning | • Project-based learning  
• Study Skills | Summer, 2 Fridays in October and February |
| Differentiation | • Strategies and best practices  
• Multicultural awareness  
• SDAIE  
• Identification/SST  
• Intervention programs PD | Summer, 2 Fridays in November and January |
| CUE Conference | • Innovations in technology-enhanced learning | March |

Ivy Bound Academy looks to the Principal, as the school’s instructional leader, to implement - or find outside experts to implement - the professional development (PD) activities. IBA has used a number of outside consultants to facilitate the above-mentioned professional development and to provide teachers with subject-matter experts and mentors. The school used Insight Education Group to complete the majority of instruction-based PD including the 10 days of workshops focused on standards-aligned instruction design (SDSA). In addition, teachers were instructed in research-based intervention strategies for students reading below grade level. This training has included workshops...
Of Ivy Bound Academy Charter School

on decoding, fluency, vocabulary, and text comprehension. In this way, IBA ensures that teachers are fully supported in their preparedness to meet the needs of the targeted student population.

We also hire “Master Trainers” from Smart Technologies (for our Smart Boards), QUIA, iRespond (Student Response System), ALEKS, CUSTOM GUIDE, GradeCam, and other companies that we anticipate purchasing hardware and software from to train our staff in the use of their product. We also select one staff member to be the master trainer for each of the technologies used at the school so that we have an in-house trainer to continue to learn and train the assigned software to the rest of the staff.

Furthermore, IBA teachers are encouraged to attend conferences and institutes sponsored by LACOE and other institutions to learn about the most recent research and to incorporate the new knowledge into their daily practice.

IBA also schedules regular grade-level meetings to build on the on-going professional development discussed above. For example, a PD activity might introduce a protocol to be used to analyze student work. Staff members would then be expected to implement the protocol in a collaborative setting by actually using the protocol to analyze student work during a grade-level meeting. Therefore, professional development time will be maximized through the thoughtful, explicit connection between the scheduled professional development days and teacher planning time. This grade-level meeting time will be built into the monthly, two hour faculty meetings.

L. No Child Left Behind

As required under No Child Left Behind, IBA will work with its staff to insure that all students have full access to the curriculum and that each subgroup in the school is making meaningful progress towards meeting all of the standards. IBA is committed to reducing the education gap for all students. IBA will implement all provisions of No Child Left Behind that are applicable to charter schools including use of effective methods and instructional strategies that are based on scientific research that strengthens the core academic program, meeting its Adequate Yearly Progress goals, publicly reporting the school’s academic progress; providing extended learning for students falling behind who need extra help; teacher quality; and participating in all required assessments.

Commitment to NCLB Highly Qualified Teachers and Paraprofessionals
- Teachers will meet the NCLB required criteria for “highly qualified” teachers.
- Paraprofessionals will meet NCLB required criteria including: completion of at least two years of study at an institution of higher education; will have obtained an associate or higher degree or; met a rigorous standard of quality and will be able to demonstrate through a state or local academic assessment in knowledge of, and the ability to assist in instruction, reading, writing, and mathematics with the exception of paraprofessionals who serve as translators or whose duties consist solely of conducting parent involvement activities.
Element Two: Measurable Outcome Goals

“The measurable pupil outcomes identified for use by the Charter School. “Pupil outcomes,” for purpose 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.”

California Education Code Section 47605(b)(5)(B)

A. Skills, Knowledge, and Attitudes

Ivy Bound Academy pursues the following pupil outcome goals, as measured by multiple and varied benchmark assessments (detailed under “Element 3”) that are aligned to state standards and reflect proficiency measures required by the STAR:

- Students will demonstrate a proficiency in reading and writing
- Students will demonstrate a mastery of designated outcome goals in the areas of English Literature, History, Math, Science, Art, and Physical Education

Suggested goals, subject to revision, are listed in Section C below.

IBA will measure these subject-specific outcomes by looking at AYP, API and STAR test data. IBA achieved an API of 899 in the 2009-2010 school year, has maintained AYP as set forth in NCLB, and has 85% of students proficient or advanced in ELA and 72% of students proficient or above in Math.

The following is a list of goals for subject matter competencies. It should be noted that these are broad learning targets as our full list of measurable pupil outcomes are aligned to the standards and listed in Appendix I.

English/Language Arts: In the area of English/Language Arts, students will:

- Understand and appreciate literature and the arts as expressions of and ways to interpret the human experience
- Obtain meaning from a variety of complex texts
- Be well read as demonstrated by reading a variety of literary works representing different genres
- Make informed interpretations of the purpose and meaning of literary works
- Convey interpretations of the purpose and meaning of literary works
- Explain how literature from various cultural/ethnic groups expresses both distinctive and similar values, experiences, struggles, and contributions
- Evaluation how the form and content of literary work contributes to its message and impact

History/Social Science: In the area of History/Social Science, students will:

- Understand and apply civic, historical, and geographical knowledge in order to become a citizen in a diverse world
- Apply information, concepts, and perspectives from the history of our nation and the history and development of other nations
Deliberate on public issues which arise in a representative democracy
Use historical research to ask and answer questions about the past
Recognize that regions can be defined in cultural, physical, or political terms
Accurately interpret and summarize information from maps, charts, and graphs
Understand the building blocks of representative government
Understand the evolution of early civilizations and the development of new ideas, institutions, and systems of thought
Recognize that events in the past inform the present
Understand the rich and varied achievements of diverse peoples

Mathematics: *In Math, students will:*
- Construct mathematical models
- Use a variety of problem solving strategies
- Use advanced computing systems
- Understand an apply advanced properties of numbers
- Understand and apply advanced methods of measurement
- Understand and apply advanced concepts of geometry
- Understand and apply advanced concepts of functions and algebra
- Understand and apply advanced concepts of probability and statistics
- Understand and apply advanced concepts of data analysis

Science: *In Science, students will:*
- Analyze real world phenomena using scientific concepts, principles, and processes (e.g. cause and effect, energy, systems, etc.)
- Use the scientific method to ask and answer questions about the world
- Understand essential ideas about the compositions and structure of the universe and the motions of objects in it
- Know basic earth, biological, physical, and chemical concepts
- Understand basic concepts of matter and energy, motion and forces

Technology: *In Technology, student will:*
- Communicate using technology
- Operate technology components
- Understand hardware, software, and connectivity
- Understand acceptable use policies
- Use technology to enhance learning, productivity, and creativity
- Use technology as a resource and tool for solving real-world problems

Arts: *In the Arts, students will:*
- Participate in artistic activities
- Make informed interpretations of the purpose and meaning of artistic works
- Convey interpretations of personal experiences in expressive forms
Of Ivy Bound Academy Charter School

- Explain how art from various cultural/ethnic groups expresses both distinctive and similar values, experiences, struggles, and contributions
- Explain how the form and content of an artistic work contributes to its message and impact
- Explain the role of the artist in providing service to the community and world

**Physical Education:** *In the area of Physical Education, students will:*

- Exhibit a physically active lifestyle
- Demonstrate the ability to make healthy choices (e.g. nutritionally, avoiding harmful substances, etc.)
- Demonstrate responsible personal and social behavior in physical activity settings
- Understand and apply the rules of multiple sports
- Understand how individual contributions lend themselves to the success of a team

**Program Goals for All Students**

Below is a concise description of additional goals followed by specific, measurable objectives that students at Ivy Bound Academy will attain. These pupil outcomes are directly tied to our program goals described in **Element One, Section D**.

1. **Rigorous Academic Participation** – *All students will strive for mastery of California state content standards by the end of each grade level.*
   
   Students will …
   
   - understand their learning goals for any given lesson or activity as measured by the ability to articulate daily objectives.
   - be able to describe the criteria by which they will be assessed and identify the characteristics of grade-level work that reflects mastery of standards as measured by annual API growth.
   - know what steps they must take to meet standards and produce mastery-level work.

2. **Technology Enhanced Curricula** – *All students will develop proficiency in technologies that will prepare them for academic and professional careers in the 21st century.*
   
   Students will …
   
   - access grade-level content in all subjects, and particularly Mathematics, through technology enhanced visual learning experiences as measured by performance on teacher designed assessments.
   - use technological software and hardware to complete academic assignments as measured by teacher created rubrics.

**B. Frequency of measuring pupil outcomes and use in modifying instruction**

The scope and sequence tables describing IBA’s curriculum (Appendix 1) delineate the measurable student outcomes, the frequency and form of objectives assessments (both formative and summative), and the resources and curricular materials. When students do not meet the learning goals, as measured by objective assessments, a variety of intervention strategies will be used to work with the students.
Of Ivy Bound Academy Charter School

and, in some cases, the families, to support student achievement. These instructional strategies are
described in detail in **Element One, Sections F and H**. Additional strategies or curricular materials
may be necessary and school leaders will investigate appropriate resources and professional
development activities as needed. The school's systematic approach to data driven instruction is
described in **Element One, Section F, Instructional Design and Methodologies, part 3**.

C. Accountability for Student Progress

Student assessment at IBA not only complies with federal and state standards, but also includes
faculty-devised instruments and processes to appraise students' academic competence. The Principal
and the faculty are accountable for the academic achievement and psychological well-being of IBA’s
students. The Principal, however, is ultimately responsible for meeting target goals, and is held
accountable by the Board of Directors. He is also accountable for meeting Adequate Yearly Progress
as required by NCLB.

D. Standardized Tests

IBA is dedicated to documenting student achievement of the state content standards each year through
state-mandated pupil assessments. As is required by the California Department of Education Code
Section 60605, students will participate in the STAR (CST, CAT6, SABE) and all other mandated
accountability programs (CELDT, CAHSEE, etc.). Through these assessments, IBA shall demonstrate
student mastery of state standards. Standardized assessments allow us to compare our students'
performance with the rest of the state.

Data from tests is utilized to inform teaching and learning. Because of the successful test results of
students learning in our school to date, IBA expects student test results to continue to exceed that of
the combined average API from the 13 middle schools within a 5 mile radius (average 731) and the 7
elementary schools within a 2 mile radius (average 861), which was 782 in the 2009-2010 school year
[see table in **Element One, Section A**].

**CST/CAT-6:**

The California Standards Test/California Achievement Test are administered in English during the
Spring (May) to all students. This multiple-choice test is assumed to measure student progress in
Language Arts and Math Standards. Additionally, 7th graders take an essay test in writing, 5th and 8th
graders take Science, and 8th graders take social studies.

The results from the CST/CAT-6 are used by the State of California to determine the school’s
Academic Performance Index (API) and to measure Adequate Yearly Progress (AYP). These are the
chief accountability measures in place from the state and federal government.
Of Ivy Bound Academy Charter School

**CELDT:**

The California English Language Development Test will be administered every fall to all students who are classified as English Learners. This test includes a Reading and Writing section, which is administered in a whole class setting, as well as a Listening and Speaking section, which is administered individually. Because this is a proficiency test instead of a norm-referenced test, the administration of the test is untimed.

The results from this test are examined alongside other assessments by IBA teachers, since the school will be focused on providing quality English Language Development instruction to all English Learners at the school at their proficiency level. The CELDT is one of the measures used to determine whether students redesignate from English Learners to Fluent English Proficient students. Redesignation is one of the school’s primary goals and measures of success.

**SABE:**

The Spanish Assessment of Basic Education is used to evaluate students’ progress in Language Arts and Math in Spanish. Spanish-speaking students who are new to the country take this test as an initial assessment.

**PHYSICAL FITNESS:**

California’s state testing in physical fitness (5th and 7th grade) is scheduled and adopted as a measurement of physical fitness for IBA students.

**E. Benchmarks to be met**

The achievement of IBA will be measured in both growth and absolute measures and is compared to the achievement of selected District schools that are similar in demographic and other characteristics. We expect that all of our sub-groups will exceed the performance of sub-groups at similar schools, as has been the case thus far. We will meet the following API growth indicators:

- Annual API will meet or exceed the established growth target
- All subgroups will make at least 80% of the school target
- The CST/CAT-6 participation rate will be at least 95%

Additional benchmarks include:

- The school will maintain a 96%+ student attendance rate.
- The School will close the achievement gap: standardized test score data will demonstrate a pattern of raised achievement over time for traditionally underserved minority students.
- **English Learners:** English Learners will progress at least one grade level overall on the CELDT each year and 80% of ELL students will be re-designated by the end of 8th grade.
- **Special Education Students:** Special education students will demonstrate appropriate progress toward goals in their IEPs each year.
Teacher Retention and Satisfaction: IBA will realize a higher teacher retention rate and higher teacher attendance rate than the average LAUSD middle school, and demonstrate high levels of teacher job satisfaction as evidenced by end-of-year conferences and surveys.

Parent Satisfaction: IBA will demonstrate a high level of parent satisfaction -- 85% or higher -- based on surveys.

Student Satisfaction: Indicators of student satisfaction include: survey responses, high attendance, active involvement in school, ability to meet educational goals, and participation in extracurricular activities.

A summary of these and additional outcomes appear in the two tables below:

<table>
<thead>
<tr>
<th>Measurable school outcomes</th>
<th>Local Benchmark Instruments</th>
<th>State-level Year-end assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>At least 96% student attendance</td>
<td>Daily attendance reporting via Student Management System (SMS)</td>
<td>Calculated ADA rate, comparison of attendance rate to other district schools</td>
</tr>
<tr>
<td>Meet or exceed AYP targets</td>
<td>Standards-based unit tests and rubric-graded projects/presentations that are teacher- and textbook-created. Implemented in each subject at least every 2 weeks.</td>
<td>AYP Report (CST and CELDT proficiency)</td>
</tr>
<tr>
<td>Meet or Exceed federally defined Annual Measurable Achievement Objectives (AMAO) for ELs</td>
<td>Standards-based diagnostic and benchmark measures of gains in Math and ELA</td>
<td>Title III Accountability Report, CELDT</td>
</tr>
<tr>
<td>Make at least one level of advancement in language proficiency (Beginning, Early Intermediate, etc.) annually for ELs</td>
<td>Standards-based unit tests and rubric-graded projects/presentations that are teacher- and textbook-created. Implemented in each subject at least every 2 weeks.</td>
<td>CELDT Individual Student Score Reports</td>
</tr>
<tr>
<td>Meet or exceed State-wide expectations for proficiency and growth on standardized tests (including maintaining API of 733 or above).</td>
<td>Standards-based unit tests and rubric-graded projects/presentations that are teacher- and textbook-created. Implemented in each subject at least every 2 weeks, writing rubric.</td>
<td>API Report</td>
</tr>
<tr>
<td>Meet or exceed District-wide score averages for comparable schools.</td>
<td>See above.</td>
<td>API Comparable Schools Report</td>
</tr>
</tbody>
</table>

Receive an average score of “satisfied” or “very-satisfied” on annual Parent, Teacher, and Student satisfaction surveys.

Annual Parent, Teacher, Student satisfaction surveys

- Pre-post reading/language Arts diagnostics
- Curriculum embedded benchmark assessments
- Informal classroom-based assessments

All students will demonstrate at least one year of growth towards grade-level proficiency in reading and language arts and Math. Students who are below grade

- Pre-post diagnostic assessments
- Curriculum embedded benchmark assessments aligned to standards (see tables in Appendix I)
- Informal classroom-based assessments
<table>
<thead>
<tr>
<th>Measurable Pupil Outcome</th>
<th>Assessment Tool/Method</th>
</tr>
</thead>
</table>
| All students will demonstrate at least one year of growth towards grade-level proficiency in reading and language arts and Math. Students who are below grade level will make at least 1.5 years of growth. | • Pre-post reading/language Arts diagnostics  
• Curriculum embedded benchmark assessments  
• STAR test data  
• Informal classroom-based assessments                                                                 |
| All students will demonstrate at least one year of growth towards grade-level proficiency on standards in the areas of History, Science, Art, and a Foreign Language. | • Pre-post diagnostic assessments  
• Curriculum embedded benchmark assessments aligned to standards (Appendix I)  
• STAR test data  
• Informal classroom-based assessments                                                                 |
| All students will develop in their ability to use technological software and hardware to complete academic assignments | • achieving proficient or above on subject-specific teacher-created rubrics relevant to each assignment  
• demonstrating skills/standards of the daily technology course |

Of Ivy Bound Academy Charter School
Element Three: Assessment of Outcome Goals

“The method by which pupil progress in meeting those pupil outcomes is to be measured.” Education Code Section 47605(b)(5)(C)

A. Method for Measuring Student Outcomes

Student achievement in developing conceptual thinking, problem-solving skills, and content mastery will be assessed using multiple measures, including students’ scores on state standardized tests such as the CAT 6 and the CST, diagnostic assessments, scores on pre- and post-tests designed by IBA faculty, teacher rubrics, and assessments of portfolios. IBA will analyze trends, significant changes, apparent conflicts, and anomalies to benchmark students against learning outcomes, evaluate specific groups of students and assess the whole school from year to year.

Assessment Assumptions

Our assessment methods are based on the following beliefs:

- In order to have a complete picture of a student’s growth, differentiated assessment methods must be used. Assessments for individual students should focus on individual mastery of specific content standards and learning objectives.
- As is integral to the process of SDSA, there should be an appropriate relationship between a desired student outcome and the means used to assess it. Assessments should be aligned to the prioritized standards and student objectives.
- Evaluation criteria should be studied and aligned to student assessment, then communicated to students prior to instruction. Identifying what we expect students to know and be able to do with specific information is a vital piece of all assessment methods (Stiggins, 2001).
- Assessment should promote and support reflection and self-evaluation on the part of students, staff, and parents.

Assessment Design

Students performance and assessment take into account several assessment methods, specifically based upon the assessment program created and researched by Richard J. Stiggins, author of Student Involved Classroom Assessment, 3rd ed., 2001. Stiggins’ work is based on the idea that effective assessment must directly correspond to specific achievement targets that have been made apparent to students as part of the instructional program. Teachers are trained to use tools such as Bloom’s taxonomy and the STAR blueprints to identify the exact achievement target that is required by each content standard. Those tools and resources allow them to determine the most appropriate type of assessment to measure student mastery of a given standard. Types of assessments, therefore, include selected response, essays, performances, and products.
Cumulative portfolios include self-selected works that exemplify mastery of standards-based content knowledge and skills. Report cards will be issued on a quarterly basis accompanied by detailed teacher narratives.

**Benchmark Assessments, Formative, and Summative Assessment**

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

In order to evaluate the effectiveness of the standards-aligned course objectives and formative and summative assessments, teachers regularly examine student work using the Tuning Protocol (or similar process) developed by the Annenberg Institute. In doing so, they systematically identify focus areas and redirect their teaching efforts. This is the focus of collaborative work sessions in order to promote continuous improvement in teaching and learning.

Due to students' varied learning styles, language proficiency, readiness, and prior knowledge, no single assessment option is adequate to measure student mastery of standards. Teachers at IBA, therefore, use multiple assessment measures including selected response, constructed response, performance assessment, and personal communication (Stiggins, 2001). Student progress is also measured through varied and diverse methods which include traditional forms such as grades, unit tests and standardized tests as well as through on-going “authentic assessment” methods such as demonstrations, performances, and exhibitions. Students are also measured in non-curriculum areas such as class attendance and discipline to ensure that they are meeting their social responsibilities, because IBA believes that students develop important life skills when they are held responsible for both performance and conduct. In this way teachers afford students varied opportunities to demonstrate their knowledge.

**B. State Mandated Assessments Assurances**

*Testing
Ivy Bound Academy agrees to comply with and adhere to the State requirements for participation and administration of all state mandated tests. If the Charter School does not test (i.e., STAR, CELDT, CAHSEE) with the District, the 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 the Charter School. Any such grant of authority will be consistent with Family Educational Rights and Privacy Act (FERPA).

The purpose of the API is to measure the academic performance and growth of schools. A school’s score or placement on the API is an indicator of the school’s performance level and growth as measured by how well the school is moving toward target goals.

IBA will continue to meet the following API growth indicators:


- Annual API will meet or exceed the established growth target
- All subgroups will make at least 80% of the school target
- The CAT-6 participation rate will be at least 95%
- Target API remain 50 points above the average API (782 for both elementary and middle, 731 for the 13 middle schools within a 5 mile radius) calculated using data from the chart in **Element One, Section A.**

IBA values measurable student outcomes from standardized testing and reporting. Students participate in all state sponsored testing programs and each IBA student is expected to show continuous improvement as measured by instruments adopted by the State of California. We expect student test results to surpass levels on record at the alternative public middle schools in the community and anticipate a minimum of 20% of students scoring at “far below basic” to accelerate to “below basic” the following year, and “basic” for the year after that. Furthermore, IBA expects that 80% of ELL students will be re-designated by the end of 8th grade.

Students who show a continued lack of progress will be served as detailed under *No Child Left Behind* and/or the Special Education section depending on individual student needs. Teachers are guided by principal-designated professional development programs to *specifically* address the needs of learners who are not making adequate progress.

**C. Student Progress Reporting**

Report cards are sent home every 6 weeks, although parents and students can see all student grades by logging into Power School 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.

When students are struggling to achieve in courses, as measured by the letter grade, the school follows a formal communications procedure:

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

Homework Assistance (before-school teacher-tutor program) is offered to all students who are identified as at–risk. Each teacher is assigned to cover these classes 2 days a week.

At year's end, families whose student received grades of “D” or “F” in three or more of the four core subjects (Math, English, Social Studies and/or Science) are contacted at the beginning of summer to discuss the grades that are of concern. During these meetings with the school’s Principal, a plan is created with each of the families to address the below satisfactory grades. At this point, in collaboration with the parent, it may be decided to place a student on Academic Probation, place them on an academic contract, or have them repeat the year.
Of Ivy Bound Academy Charter School

Being placed on Academic Probation is reserved for students who received 3 or 4 “D” or “F” in the core subjects (two of which must be in Mathematics and English, as well as scored Below Basic or Far Below Basic on the CST). Students that are placed on Academic Probation will be given access to their ALEKS account during the summer with weekly monitoring of their progress by the school principal to make sure that they are on task to relearn the concepts that they did not understand from the math class that they received their “F” in. They will also be assigned a Ticket to Read account (web based English program) that will help them with concepts in Language Arts that they struggled in. At the end of the summer, students will be given a comprehensive assessment on ALEKS and Ticket to Read. If they score 70% or higher on their assessment will be removed from their probation. Students that score 69% or lower on their comprehensive assessments will be placed on an Academic Contract. Students that are on Academic Contract will have one year to get a grade of “C” or better in Math and English or score “Proficient” or “Advanced on their CST to be removed from their contract. Students that fail to remove themselves from their Academic Contract at the end of the year (this means that they have failed their core subjects for two consecutive years) will be considered to repeat the school year.

Family Educational Rights and Privacy Act

IBA will maintain the confidentiality of pupil records, in accordance with FERPA regulations, by keeping all records in a locked file cabinet. The principal and the office manager will be the only persons in the school with a key to that file cabinet.

D. Longitudinal Analysis of Progress

Results from assessments, data collection records, evaluations, stakeholder surveys and interviews are collected, analyzed, reported, published, and distributed to the school community and interested members of the community at large as part of an annual progress and program audit. The annual audit enables IBA to determine student progress over time and the quality of programs of IBA.
Element Four: Governance Structure

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

A. Assurances: Brown Act, Conflict of Interest, and Audit

Separate Legal Entity:
IBA and/or its non-profit corporation is a separate legal entity and will be solely responsible for the debts and obligations of the Charter School.

Public Laws:
IBA complies with all laws that apply to public agencies, unless exempted by state Law. IBA will comply with the Brown Act.

LAUSD-Specific Language:
*Members of the IBA Executive Board of Directors, any administrators, managers or employees, and any other committees of the School shall comply with federal and state laws, non-profit integrity standards and LAUSD’s Charter School policies and regulations regarding ethics and conflicts of interests.

*The District reserves the right to appoint a single representative to the charter school board pursuant to Education Code section 47604(b).

By-Laws
As with any non-profit corporation, the by-laws of IBA are amended from time to time (e.g., to expand the number of members on the Board of Directors). IBA will submit all such by-law amendments to the Innovation and Charter Schools Division within 30 days of such amendment. The Innovation and Charter Schools Division will determine, in their sole discretion, whether such amendment so materially affects the operations of the school as to trigger the District’s petition amendment process.
See Appendix 2: By Laws

Grievance Procedure for Parents and Students
IBA will 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 IBA alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. IBA will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

IBA will adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action, which would be prohibited by Title IX, or Section 504.

IBA will implement specific and continuing steps to notify 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 the recipient, that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner.

*LAUSD Charter Policy*

The IBA Charter School will comply with the District policy related to charter schools, as it may be changed from time to time after notice and reasonable opportunity for input from the Charter School Collaborative.

*Responding to Inquiries*

IBA shall promptly respond to all inquiries, including but not limited to, inquiries regarding financial records, from the District and shall consult with the District regarding any inquiries. IBA acknowledges that it is subject to audit by LAUSD including, without limitation, audit by the District Office of the Inspector General.

If an allegation of waste, fraud or abuse related to IBA operations is received by the District, the Charter School shall be expected to cooperate with any investigation undertaken by the District and/or the Office of the Inspector General, Investigations Unit.

*Notifications*

Notification is to be made to the Innovation and Charter Schools Division in writing of any notices of workplace hazards, investigations by outside regulatory agencies, lawsuits, or other formal complaints, within one week of receipt of such notices by IBA.

*Non boiler plate assurances*

The school will comply with all federal, state, and local laws, regulations, and ordinances that are applicable to California charter schools, including those related to zoning, occupancy, construction, health, and safety. The school will secure general liability insurance, workers compensation, and unemployment insurance.

**B. Nonprofit Public Benefit Corporation**

Ivy Bound Academy is a non-profit corporation registered in the State of California, designated as a 501(c)(3) tax-exempt corporation with the Internal Revenue Service. IBA is governed pursuant to the bylaws adopted by the incorporators, as subsequently amended pursuant to the amendment process specified in the bylaws. By-laws will be adopted and amended as needed, based upon ongoing program evaluation and changing needs. Most recent copies of **By-Laws and Articles of Incorporation** can be found in **APPENDIX 2 and 3**.

**C. Board of Directors Responsibilities and Composition**

Responsibilities

The IBA Board of Directors is the governing Board of IBA and is responsible for all legal and fiduciary matters involving the school. The Board’s major roles and responsibilities include establishing and approving all major educational and operational policies, approving all major
contracts, approving the school’s annual budget and overseeing the school’s fiscal affairs with monthly budget monitoring, and selecting and evaluating the top administrative staff. The Board also helps ensure effective organizational planning by approving long range goals and annual objectives, and monitoring such issues as health and safety, and the use and maintenance of facilities. The Board contracts an external auditor will on an annual basis to assure standards in fiscal responsibility. In conjunction with the top staff and an Advisory Council, the Board has the responsibility of determining what outside legal and consulting services the school requires and contracting for such services.

The Board of Directors shall:

- Provides vision, strategic planning and leadership for the organization
- Lead all fund development including the ongoing maintenance and new development of contracts and other funding sources so as to provide the principal with all the needed and available resources to execute the academic program
- Oversee financial stability and growth of the organization, assure sound financial planning, effective asset management, and full compliance with government audit requirements.
- Present operating and capital expenditure budgets for review and approval of Board of Directors 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.
- Responsible for the compliance and submittal of all reporting requirements
- Responsible for the design and execution of the facilities plan
- Oversee the schools fundraising activities

It is the responsibility of the Board of Director to make decision on salaries, benefits, working conditions, and items such as calendar and work days. The process by which this happens includes receiving information from parents, community members, and staff via surveys as to the successfulness of the previous year’s policy. The Board then evaluates the surveys as well as budget constraints to make decisions for the following year.

While the Board of Directors sets policy, approves the budget, and assures that the school maintains high academic standards, the principal and teachers carry out the day-to-day operations of the school.

**Composition of Board, Election, and Terms of Office**

The Board consists of at least five (5) and no more than eleven (11) voting members and at least one non-voting advisor. To prevent any real or perceived conflict of interest or incompatibility of office, a representative from Los Angeles Unified School District, may be present at board meetings to facilitate communications and mutual understanding between the charter school and the District. Furthermore, IBA, its Board of Directors and employees will comply with all laws relating to public agencies in general, all federal laws and regulations, all state codes, all nonprofit integrity standards and regulations regarding ethics and conflict of interest. IBA has adopted a conflict of interest code that complies with the Political Reform Act and Government Code 1090.
Ivy Bound Academies Board of Directors will be comprised of community and business representatives with diverse skills needed to oversee the charter school. IBA’s Board of Directors will seek individuals to sit on the school’s board that will enhance the overall experience and decision making of the board. These experiences of the members may include knowledge in law, finance, technology, education, human resources, business, education, strategic planning, facilities, etc. In recognition of the need for a diversity of voices in the trusteeship of IBA, seats on the Board will be peopled according to the following structure:

1. Two to seven members from the Los Angeles community.
2. One to five parents/legal guardians of past students of Ivy Bound Academy Charter School. By allowing past parents/guardians to sit on the board, the board will be given an opportunity to draw from their experience of someone that the school has served and has an intricate understanding of the school, its programs, and services offered; however, since they no longer have a student at the school they will not have a potential conflict that may be agenda driven.

The following persons are members of the initial IBA Board and are in keeping with the above mentioned structure:

- Nikki Hashemi – Attorney At Law
- Amir Alimardani – Developer/Business Man
- Nooshin Boloorian – Accountant
- Dr. Gretta Madjzoob – CSUN Professor
- Sue Horowitz – Realtor/Educator
- Erica Hill – Business Woman and Parent of IBA graduated student

The Nominating Committee of the Board interviews and proposes all potential candidates to the full Board for a vote. Parents and Faculty may only serve in the capacity of an advisor on an Advisory Board or a committee.

Each director on IBA’s Board shall hold office for two (2) years and until a successor director has been designated and qualified. There are no limits to how long a board member can hold office.

D. Board Meetings

Board members meet monthly and more often as needed at the school site on Morrison Street. Board elections are held each March for the following year. Board members may serve a two-year term renewable up to eight years. All Board meetings will be open to parents and staff and foreign language interpreters will be made available upon request.

Distribution of agendas for the meetings include downloadable documents from our website at least 72 hours prior to the meeting, and copies available at the meeting location for any who choose to attend. The Board secretary records governing board actions within the minutes that are approved on a monthly basis. Minutes and all related materials are available in the central office for inspection by the public and are also available as downloadable documents at the same website location as our agendas.

E. Board Meeting Postings/Notices

Notice of Board meetings will be posted in accordance with the Brown Act on our website (that is open to the public), in public places around the school site - as required by the Brown Act. Regular
meetings will be publicized on an official Board meeting calendar at the beginning of every academic school year and noticed 72 hours prior to the meeting, along with the agenda. The Brown Act allows 'special' and 'emergency' meetings to be called, if needed, provided the public is given at least 24 hours notice.

F. Stakeholder Involvement

The voice of every stakeholder is valued at IBA. Biannual surveys of students, parents and faculty are analyzed closely by school leaders as well as the Board of Directors and utilized in improving all aspects of the school's programs and procedures.

Two organizations exist to formally organize and promote stakeholder involvement in the governance of the school:
- Advisory Board
- Parent Association

Advisory Board

In addition to the Board of Directors, there is an Advisory Board comprised of individuals with particular skills whom the Board may call on from time to time in order to accomplish specific tasks. The Advisory Board includes present/past parents, students and/or prominent individuals in the community who cannot commit the time necessary to sit on the Board of Directors, who nevertheless wish to contribute some time and effort to advance the success of the school. Currently our advisory board includes an attorney and a CPA who are current parents of students at IBA, a Special Education Coordinator at LAUSD who is the parent of a past student who has returned to serve the school in the capacity of an advisor, and an IBA alumni.

The Advisory Board advises the Board of Directors on matters including:
- the general policies of the school;
- the school's budget;
- work with the school leader to support and receive advise from the Parent Association and the school committees to help the school’s Board of Directors in their decision making.
- parent and community involvement in and support for school programs;
- solicitation and receipt of grants and donations consistent with the mission of the school;
- reviewing the school's personnel policies;
- confirming that all other responsibilities provided for in the charter necessary to ensure the proper operation of the school are being carried out;
- reviewing operations reports from the Principal and audit reports from the corporation; and
- assisting in the complaint procedure where appropriate.

Furthermore, classified staff, student council leaders, and community representatives are encouraged to address concerns to the school Advisory Board. IBA’s Advisory Board will comply with all laws that apply to public agencies, unless exempted by state Law and all Advisory Board meetings are conducted pursuant to the Brown Act.
**Parent Association**

One of the primary predictors of student success is parent involvement. Parents of IBA students are encouraged to participate in the educational processes of their child/children and are invited to join the Parent Association (PA). The PA has open meetings each month and forms committees as needed to develop and implement family events, support groups, interest groups and fundraising activities. Parents nominate themselves for positions (President, Vice President, Secretary, subgroup committee heads such as 'graduation,' 'annual giving fund', 'fresh & easy shopping night,' 'fundraising', etc.) and parents vote for leaders through Survey Monkey each fall. The monthly meetings are implemented in accordance with the Brown Act (see above descriptions and stipulations) with the added convenience of an automatic phone system to remind parents of the meetings. Elected leaders of the PA join the IBA Board in Brown Act annual training. The Parent Association and committees formed at the school advise the Advisory Board, School Principal on matters at hand or responsibilities that may be handed down to them that will benefit from their support.
G. Governance Structure/Organizational Chart

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

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

H. Board of Directors – Resumes

Please see Appendix 10 for Board of Director bios, resumes and questionnaires.
Element Five: Employee Qualifications

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

A. Staff Selection

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

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

Salaries can be found in the budget.6

B. Key Personnel Qualifications

Resumes for the Executive Director/Principal, Business Manager, Admissions & Academic Affairs Coordinator and SPED Coordinator can be found in Appendix 9.

At this time and for the past five years, due to budget limitations, IBA’s Executive Director and Principal has been the same person that has fulfilled the duties and responsibilities of both positions. The school has not had an Assistant Principal.

Executive Director

A. Roles and Functions:

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

- Supervise the operations of the school in accordance with school policies;
- Work closely and cooperatively with the Business Manager and the Principal to insure effective and smooth operations;
- Maintain a balanced school budget, such that is best promotes the mission and vision of the school;

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6 The average teacher salary is assumed to be $48,000, allowing for a range between $38,000 and $60,000. The Principal salary is estimated at $125,000. The business manager at $85,000, additional office and supervisor staff is estimated at $24,000-$60,000. Benefits for teachers (STRS) is 8.25% while other employees’ retirement plans will be a 403B funded at 3%. Health benefits are estimated at a quoted price of $4,800 per employee.
• Working with the Business Manager, and the back office support provider, will draft an annual budget proposal for the Board of Directors;
• Assure that the school is in compliance with state and federal law, its Charter, and the requirements of any funding sources it receives;
• Secure private, state, and federal grants, and direct private fundraising efforts;
• Serve as primary liaison to the Board of Directors;
• Report to the Board of Directors as to the short-term fiscal and programmatic success, in cooperation with the Principal and Operations Director;
• Hire and fire according to the processes outlined in the Charter and the Personnel Handbook;
• Assemble and present annual reports;
• Respond to complaints and suggestions of staff, students and parents not addressed by teachers, the Community Outreach Coordinator, or the Principal;
• Acknowledge praiseworthy efforts of staff, students, and parents;
• Participate in education-related organizations as appropriate;
• Insure 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.

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

C. 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. The Personnel Committee will develop criteria for evaluation based on a concept of ideal fulfillment of the roles and functions of the Executive Director. This evaluation will be completed by the Board of Directors and reviewed with the Executive Director annually. An evaluation will be completed and presented by December 30 of each year, with an opportunity for revision before the final version is submitted by March 1 of each year.

Principal
IBA 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.

A. RESPONSIBILITIES of the Principal include:
• Facilitate communication between the Board of Directors, Advisory Board, and Parent committees.
• Support the Executive Director to hire, evaluate, and terminate (with cause) all other employees according to the mission, philosophy, and obligations of the school as spelled
out in the charter.

- Oversee the day-to-day operations of the school.
- Prepare credentialing paperwork and monitor processing.
- Organize and lead teacher workshops and in-service.
- Serve as the school’s chief spokesperson and develop and maintain effective relationships with all stakeholders, government, and media.
- Participate in meetings of the Board of Directors and Board Committees.
- Provide advice and counsel, serve as a resource to the Board in establishing overall direction of the organization.
- Organize teacher common planning time.
- Assist with student discipline.
- Report to the Board of Directors on the progress of the school in achieving educational success once a month.
- Be a liaison between the school and community partners.
- Represent schools at meetings/forums.
- Call needed meetings.
- Open and close campus.
- 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 participates in civic activities.
- Motivate employee performance and enhances morale.
- Administer a balanced budget and operates a school under a decentralized management system.
- Maintain a commitment to ongoing growth in self and others, supporting and participating in District and school professional growth programs.
- Actively promote fund-raising and grant applications for the school.
- Possess the knowledge to implement an employee evaluation system which might include clinical supervision.
- Demonstrate positive attitude toward job and remains a flexible and innovative team builder.
- Has knowledge of local policies, state and federal laws relating to minors.
- Supervise and manage site operation to assure safety and efficiency.
- Implement and monitor special programs.
- Develop master schedules and calendars which maximize the possible achievement of program objectives.

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

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

C. Evaluation
The Principal will be evaluated by the Board based on:

- Completion of required and enumerated (from job description) job duties
- Reaching objectives and benchmarks on the path to permanent school site, fundraising and financial sustainability
- Choice and oversight of school staff in regards to:
  o Implementing the charter and maintaining adherence to its guiding principles and requirements
  o Overall successful school academic program and achievement of educational goals
  o High parental and community involvement
- Assessment tools will include staff and parent surveys, site visit, portfolio presentation and a rubric.

Assistant Principal

A. Duties and Responsibilities

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

- Overseeing the administration of student discipline.
- Performing duties related to instructional leadership, including observation and evaluation of assigned teaching staff, staff development, and oversight of department and team collaboration.
- Developing student, classroom, and school schedules and calendars.
- Coordinating and implementing student standardized and placement testing, including CELDT, CASHEE and STAR.
- Designing and administering the summer school program.
- Implementing and overseeing the school safety and emergency response program.
- Overseeing, monitoring and supporting student attendance, student data, and meal count reporting (as performed by the Office Manager), including Calpads, CBEDs and Powerschool reporting requirements.
- Implementing appropriate procedures to ensure budgeted attendance and enrollment levels are maintained.
- Supervising and evaluating the school custodian and overseeing routine facilities and maintenance issues.
- Overseeing school budget for classroom supplies, textbooks and other department expenditures.
- Developing and administering system for student internships.
Of Ivy Bound Academy Charter School

- Developing and managing student counseling system, including supervising and evaluating counseling staff.
- Supporting school recruitment efforts.
- Supervising before, during and after school, including occasional evening and weekend events.
- Other duties as reasonably requested by the Principal or Executive Director.

**Reporting:** the Assistant Principal reports to the Principal.

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

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

**Financial Administration:** In order to run the administrative financial functions of the school, IBA has hired CSMC (Charter School Management Corporation). The accounting systems IBA has adopted adhere to generally accepted accounting principles, giving IBA strong internal controls within the system.

**School Business Manager**

**A. Roles and Functions:**

The School Business Manager:
- Monitors the school’s accounting;
- Assures that all reporting functions are conducted accurately and in a timely manner;
- Assures that all payments are made accurately and in a timely manner, including payment of wages and salaries;
- Working with the Executive Director, pursues timely receipt of Block Grant, Title I, and other payments to the school;
- Oversees the processing of student enrollment and staff hiring paperwork;
- Advises the Executive Director as to contracts with vendors for security, transportation, and food service;
- Arranges and Manages transportation, as needed;
- Supervises the placing of orders for office and classroom supplies;
- Supervises the Clerk; and
- Sits on committees as needed.

**B. Qualifications:**

The School Business Manager has at least three years of related experience. He or she understands and is committed to the mission and vision of the school.

**C. Evaluation:**

The School Business Manager will be evaluated annually by the Executive Director who will review the evaluation with the School Business Manager and the Board of Directors. Criteria for the evaluation will be developed by the Personnel Committee based on a concept of ideal fulfillment of the roles and functions of the position. An evaluation will be completed and presented by January 31 of
Of Ivy Bound Academy Charter School

each year, with an opportunity for revisions before the final version is submitted by March 1 of each year.

Office Administrator

A. Roles and Functions:
Delegating duties as appropriate to any office personnel or volunteers, the Office Administrator:
- Performs clerical and administrative procedures for daily school operations;
- 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’ parents;
- Translates school documents and communications to Spanish or English as needed;
- Assures that the office phone is covered;
- Oversees the processing of student enrollment;
- Has regular, punctual attendance; and
- Assists teachers and administrative staff as needed.

B. Qualifications:
The Office Administrator will have at least two years working as an office personal, administrative assistant, or equivalent position. He or she will effectively use standard office machines and computer software programs such as Microsoft Word, Excel and email programs. He or she will speak, comprehend, read, and write fluently in Spanish and English. He or she will effectively attend to the details of work, and conduct his or her activities with accuracy and timeliness.

C. Evaluation:
The Office Administrator will be evaluated annually by the Principal and Executive Director who will review the evaluation with the employee. Criteria for the evaluation will be developed by the Personnel Committee based on a concept of ideal fulfillment of the roles and functions of the position. An evaluation will be completed and presented by January 31 of each year, with an opportunity for revisions before the final version is submitted by March 1 of each year.

Non-Certified Staff

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

Non-Certificated staff members shall exhibit the following minimum qualifications:
- Adequate professional training and/or experience; and
- Positive references
Special Education and IEP Coordinator

All duties herein will be done with and under the direction of the Executive Director/Principal:

A. Job Qualifications:
   - Possess and maintain a valid California Administrative or Supervisory Credential authorizing service K-12
   - Possess a Clear Special Ed. Credential
   - Minimum of 5 years as a teacher in a Special Education classroom
   - Applicants must have three (3) or more years of comprehensive experience in administration including three (3) years in special education as a principal, district director, special education coordinator, or SELPA director is desirable.

B. Responsibilities and Duties
   1) 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.
   2) Compiles data from a variety of sources (e.g. IEP meetings, student observations, special education teachers, school psychologist, etc.) for the purpose of complying with legal and/or administrative requirements.
   3) 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.
   4) 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.
   5) Observes special education students in classrooms for the purpose of reporting observed behaviors to school psychologist.
   6) Prepares special education data reports for the purpose of ensuring all district, state and federal regulations and requirements are being met.
   7) 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.
   8) Reviews MDA/IEP paperwork for the purpose of determining if all forms are completed and filled out correctly.

A. 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 by the Personnel Committee based on a concept of ideal fulfillment of the roles and functions of the position. An evaluation will be completed and presented by January 31 of each year, with an opportunity for revisions before the final version is submitted by March 1 of each year.

Office Manager (also known as Admissions and Academic Affairs Manager):
S/he provides the administrator with essential support that is both clerical and operational. S/he must become thoroughly familiar with program procedures and is expected to exercise a high degree of initiative and independent judgment in solving problems.
A. Roles and Functions:
The Admissions & Academic Affairs Administrator:

- Perform a wide variety of skilled secretarial and clerical work, including typing, proofreading, filing, checking, and recording information.
- 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.
- Deal directly with matters related to human resources.
- Screen calls and visitors; screen incoming correspondence routed to administrator for priority and background information.
- Type and maintain a heavy volume of complex and confidential reports.
- Compile reports, handbooks, and special projects from a variety of sources.
- Independently compose correspondence, answers inquiries, and supplies information on a wide range of technical and program matters for administrators, teachers, staff, and the public.
- Perform specialized secretarial duties designed to relieve supervisor of clerical detail.
- Take and/or transcribe dictation for a wide variety of subjects.
- Coordinate work of other staff members to ensure timely completion of work and complete accuracy of records.
- Create partnerships with parents and community.
- Supervise employees by assigning and directing work, interviewing, and resolving issues.
- Implement instructional and assessment strategies by collecting and analyzing student achievement data, facilitating discussions among teachers and staff and working with the Principal to plan professional development.
- Collaborate and develop master schedules and plan, schedule, and coordinate school projects.
- Oversee school’s lottery process and admissions for the school.
- Maintains lottery and enrollment paper work to comply with most up to date requirements for fair and random lottery practices to insure the integrity of our school’s admissions and lottery policy.
- In charge of maintaining compliance with charter provisions and fair lottery practices as maintained by the Los Angeles Unified School District, Ivy Bound Executive Board and Ivy Bound Charter Petition.
- Responsible for ensuring compliance to Charter laws regarding lottery, admission and enrollment.
- Providing outreach and tours to perspective 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.
- Carry out supervisory responsibilities in accordance with organization’s policies and applicable laws.
- Assist school principal with addressing complaints and resolving problems.
- Sit in and be part of the team that interviews, hires and trains new employees.
- Member of the school’s Instructional Support Team including monitoring interventions put in place to assist students with diverse needs.
- Resolve student issues by meeting with students, parents, teachers and other school staff and designing a plan of action.
- Work with school leadership groups (Executive Board, PTA, etc) to ensure compliance with Brown
Of Ivy Bound Academy Charter School

Act and facilitate communication between all stakeholders
• Coordinate school outreach plan to expand enrollment to under-served groups
• Oversee all student related annual testing and assessment tools.
• Responsible for overseeing data entry into Power School.
• Develop partnerships with high schools to assist students, and make them aware of options. Track graduates success at the secondary school level.
• Perform other duties as assigned.
• Maintains lines of communication with parents and guardians;
• Facilitates high levels of meaningful participation of parents and guardians in the life and decision-making of the school;
• Acts as a liaison for parents, guardians, and community members to the Executive Director as needed;
• Coordinates training of parents and guardians to act as partners in education;
• Brings community members into the life of the school in ways that enhance the mission and vision of the school;
• Responds to requests for information about the school; and
• Sits on the Parent Committee and the Community Action Committee.

B. Qualifications:
The Admissions and Academic Affairs Administrator will have proven experience working with schools as an admissions and/or records coordinator, has worked with and is familiar with school student information systems, has worked with or understands student admission policies, is an advocate for students, can act as an organizer. He or she understands how to create and keep in compliance student CUME’s, He or she will have experience representing a constituency or coordinating group activity. He or she will have the ability to lead meetings effectively and with a positive presence. He or she will be able to manage complaints effectively, and represent those complaints accurately when they require the attention of additional staff. He or she will understand and be committed to the mission and vision of the school, effectively communicating this understanding to parents, and coordinating parent and community participation in ways that support the mission and vision. He or she will speak, comprehend, read and write fluently in Spanish and English.
• Correct English usage, spelling, grammar and punctuation.
• Current technology and software applications including word processing, presentation preparation, spreadsheet/database, and Internet access.
• Current office organization, procedures, and practices.
• School policies, rules and regulations.
• Business letter writing and basic report preparation.
• Principles and procedures of record keeping.
• Receptionist and telephone techniques.
• Ability to:
  o Perform a variety of complex clerical and secretarial work involving use of independent judgment and requiring accuracy and speed.
  o Devise or adapt office procedures in response to changing organizational needs.
  o Make clear and comprehensive reports and keep complex records.
  o Proficiently operate standard office equipment.
  o Read, understand, and explain technical policies and materials.
  o Analyze situations accurately and make decisions in procedural matters without immediate supervision.
C. **Performance Evaluations**

   The Admissions and Academic Affairs administrator will be evaluated annually by the Principal and Executive Director who will review the evaluation with the employee. Criteria for the evaluation will be developed by the Personnel Committee based on a concept of ideal fulfillment of the roles and functions of the position. An evaluation will be completed and presented by January 31 of each year, with an opportunity for revisions before the final version is submitted by March 1 of each year.

   Evaluations will be performed once a year. Performance measures will be used to evaluate all school personnel.

**Teachers**

IBA 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 school as a whole.

A. **RESPONSIBILITIES** include:

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

B. **QUALIFICATIONS**

   - Valid California Credential or license authorizing service in grade levels and areas assigned.
   - Bachelor's degree, valid California Multiple or Single Subject Teaching Credential.
   - Student teaching, internship, or full-time teaching experience.
C. 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.

Other Certified Staff/Substitute Teachers

A list of day-to-day substitutes will be established and a list of qualified substitutes will be maintained.

 Classified and other personnel will be evaluated by the principal based on completion of assigned job duties and regular, punctual attendance.

If an evaluation reveals poor job performance, a conference will be scheduled between the staff member and the principal, or the Board and the Principal, to develop a written action plan detailing recommendations for improvement. The action plan will outline an implementation plan for support services, specific responsibilities and expectations, timelines, and consequences for failure to meet the expectations. If an employee disagrees with an evaluation, a written objection may be appended to the review. Employees always have the right to engage in Due Process and the Grievance Procedure.

D. Assurances and Background Checks.

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

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.

IBA will require each employee to submit to a criminal background check as required by Education Code Section 44237. IBA will adhere to California laws, including fingerprinting, and prohibitions regarding the employment of any person who has been convicted of a violent or serious felony. IBA agrees to comply with the provisions of NCLB as they apply to certificated and paraprofessional employees of charter schools, including maintaining current copies of all teacher credentials so that they are readily available for inspection. Prior to employment each employee must furnish an up-to-date Mantoux Tuberculosis (TB) test result, and documents establishing legal employment status. The Principal and/or administrative designee will monitor and be responsible for maintaining records of tuberculosis and criminal investigation clearances, according to California and federal law, for all IBA employees. The principal and/or administrative designee will monitor teacher credentials.
E. Child Abuse Reporting

See Element 6, Section D.
Element Six: Health and Safety

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

A. Health and Safety Policies

The health and safety of IBA students and staff is a high priority. The school follows all required safety regulations including emergency policies and procedures. IBA complies with all health and safety laws and regulations that apply to non-charter public schools, including those required by CAL/OSHA, the California Health and Safety Code, Education Code Section 44237, and the EPA. IBA operates as a drug, alcohol, and tobacco free workplace.

Each new employee or non-parent volunteer who will work in contact with students must submit to a fingerprint scan for the purpose of obtaining a criminal record summary. This requirement is a condition of employment. Also, employees hired by IBA are required to have a Mantoux tuberculosis test per Education Code 49406.

The school has adopted a set of health, safety, and risk management policies that are reviewed and updated annually, in consultation with staff and a specified Sub-Committee. This policy is distributed to all staff and parents. The policy includes, but is not limited to the following:

- A requirement that each employee of the school submit to a criminal background check and furnish a criminal record summary as required by California Education Code section 44237. Ed. Code §47605 9b)(5)(F)
- Safe use, maintenance, and sanitation of school equipment and facilities
- Emergency drill procedures and schedule (earthquake, fire and other)
- A policy for reporting child abuse, acts of violence, and other improprieties as mandated by federal, state, and local agencies
- Compliance with all health and safety laws and regulations that apply to non-charter public schools, including those regarding auxiliary services (food services, transportation, custodial services, hazardous materials, etc.) and those required by CAL/OSHA, the California Health and Safety Code, and EPA.
- Emergency site plan
- Health screening procedure (vision, hearing and scoliosis)
- A requirement that all enrolling students and staff provide records documenting immunizations to the extent required by law.
- Records of student compliance with state mandated immunizations will be maintained at the school.
- IBA will require its staff to honor County requirements for periodic Tuberculosis (TB) as per California Education Code EC49406 tests.
- Procedures expected of staff and parents in the case of a sudden illness or injury occurring at school
- Procedures for administration of medication at school
• Suggestions for families as to good nutrition for their children
• Explanation of the necessity of physical education for the child's health
• Legal obligation of reporting contagious conditions
• Prevention of drug, tobacco and alcohol use, violence, and early sexual activity
• IBA provides health screening procedures (vision, hearing and scoliosis) to students to the same extent as would be required of non-charter public schools.
• IBA requires that all enrolling students and staff provide records documenting immunizations to the extent required by law, just as would apply in non-charter public schools.
• Records of student immunizations are maintained, and staff honor County requirements for periodic Tuberculosis (TB) tests (CA Education Code 49406)

**Staff Responsibilities**

All employees are responsible for their own safety, as well as that of others in the workplace. Ivy Bound Academy will rely upon its employees to ensure that work areas are kept safe and free of hazardous conditions. Employees will report any unsafe conditions or potential hazards to their supervisor immediately. If an employee suspects a concealed danger is present on Ivy Bound Academy's premises, or in a product, facility, piece of equipment, process, or business practice for which Ivy Bound Academy is responsible, the employee will bring it to the attention of their supervisor, the Education Director, or principal immediately. Supervisors will arrange for the correction of any unsafe condition or concealed danger immediately and will contact the principal regarding the problem.

Employees will be encouraged to report any workplace injury or accident to their supervisor as soon as possible, regardless of the severity of the injury or accident. If medical attention is required immediately, supervisors will assist employees in obtaining medical care, after which the details of the injury or accident must be reported.

Periodically, Ivy Bound Academy may issue rules and guidelines governing workplace safety and health. All employees will familiarize themselves with the rules and guidelines, as strict compliance will be expected. Failure to comply with rules and guidelines regarding health and safety or work performance will not be tolerated.

**Prescription Medications**

Students requiring prescription medications and other medicines during school hours will be accommodated. Parents must bring medication to the office in the original containers, with the name of the prescribing physician, the name of the student, and dispensing instructions. Parents will complete the appropriate form authorizing school staff to administer medication. Designated staff will put medications in a locked cabinet or refrigerate as needed for medications requiring refrigeration. Designated staff will log times for administering medications for each student and will establish a tickler system to ensure that medications are dispensed at the appropriate times. Designated staff will call students to receive medications at the appropriate times. In cases where medications are long-term prescriptions, designated staff will provide parents with one week's notice to alert them that additional medications are needed.

**Food Service Program**
Ivy Bound Academy will maintain its own Child Nutrition Program and obtain its own LEA status from the State and Federal Child Nutrition Program. Eligible students will be provided meals for free or at a reduced rate in accordance with the Federal Lunch Act.

Auxiliary Services

School staff will conduct annual reviews to ensure all auxiliary services are safe (food services, custodial services, hazardous materials) by developing appropriate policies and awareness training.

Safety Plan

IBA has developed policies and procedures for response to natural disasters and emergencies, including fires and earthquakes. The school has trained, and will continue to train, instructional and administrative staff in basic first aid. The school safety plan is kept on file for review and school staff is trained annually on the safety procedures outlined in the plan. The following is an excerpt from the current safety plan: the Table of Contents, followed by a few sections:

Contents
INTRODUCTION.................................................................................................................................................. Error! Bookmark not defined.
CAMPUS SAFETY AND SECURITY..................................................................................................................... Error! Bookmark not defined.
Entrances and Exits............................................................................................................................................... Error! Bookmark not defined.
TRAFFIC AND PEDESTRIAN SAFETY............................................................................................................... Error! Bookmark not defined.
Safe Passages To and From School.................................................................................................................. Error! Bookmark not defined.
Responsibility of Administrator....................................................................................................................... Error! Bookmark not defined.
Releasing Students ................................................................................................................................................ Error! Bookmark not defined.
Visitors Policy ..................................................................................................................................................... Error! Bookmark not defined.
Fingerprinting ..................................................................................................................................................... Error! Bookmark not defined.
Registered Sex Offender Policy: ....................................................................................................................... Error! Bookmark not defined.
Drills ..................................................................................................................................................................... Error! Bookmark not defined.
Civil Defense Procedures ................................................................................................................................. Error! Bookmark not defined.
Alert Signals ........................................................................................................................................................ Error! Bookmark not defined.
Staff Responsibilities ............................................................................................................................................ Error! Bookmark not defined.
Director ............................................................................................................................................................... Error! Bookmark not defined.
Teachers ............................................................................................................................................................... Error! Bookmark not defined.
Office Manager ...................................................................................................................................................... Error! Bookmark not defined.
Aides, Volunteers and Other Adults .................................................................................................................. Error! Bookmark not defined.
Disaster Plans ...................................................................................................................................................... Error! Bookmark not defined.
Fire Drills ............................................................................................................................................................. Error! Bookmark not defined.
Earthquake .......................................................................................................................................................... Error! Bookmark not defined.
Flood/Severe Weather ....................................................................................................................................... Error! Bookmark not defined.
Electrical Failure .................................................................................................................................................. Error! Bookmark not defined.
Gas Line Break ................................................................................................................................................... Error! Bookmark not defined.
Water Main Break ............................................................................................................................................... Error! Bookmark not defined.
Water Contamination ......................................................................................................................................... Error! Bookmark not defined.
Chemical Spill/Incident ...................................................................................................................................... Error! Bookmark not defined.
Lockdown/Shooting Incident ............................................................................................................................. Error! Bookmark not defined.
Death/Suicide ...................................................................................................................................................... Error! Bookmark not defined.
Suicide Prevention ................................................................................................................................................ Error! Bookmark not defined.
Intruders/Vicious Animals ................................................................................................................................. Error! Bookmark not defined.
Anti-discrimination and Anti-harassment Policy .............................................................................................. Error! Bookmark not defined.
Students ............................................................................................................................................................... Error! Bookmark not defined.
Employees – Sexual Harassment ...................................................................................................................... Error! Bookmark not defined.
A. Definitions ...................................................................................................................................................... Error! Bookmark not defined.
B. Sexual Harassment Prohibited ................................................................................................................... Error! Bookmark not defined.
C. Reporting, Investigation and Sanctions

D. Filing with State and Federal Agencies

Employees-All other Kinds of Discrimination or Harassment

Complaint Procedure

Liability for Harassment

Prevention of Child Abuse Policy

Reporting Suspected Abuse/ Neglect

Reporting Problems at the School Site

Student Discipline

Suspension

Authority to Suspend

Fire Drills

Fire drills will be held at least twice a semester.

- Office personnel will maintain a record of fire drills held and total required time for complete evacuation.
- When the fire drill signal sounds, teachers will lead the students in their room along the route indicated on the evacuation map posted for that purpose.
- Before leaving the room, teachers will see that all windows and doors are closed and that they have their class attendance roster with them.
- Students who are not in a classroom at the time the fire drill signal is given will attach themselves to the nearest teacher exiting the building for purposes of getting to the designated evacuation site.
- Once at the designated evacuation site, teachers and other staff will ensure that all students find their respective teachers.
- Teachers will then take roll to ensure that all students are accounted for. The names of any missing students will be given to the office personnel and the administrative staff will attempt to locate missing students.
- Students will remain with their teachers at the designated evacuation site until the administrative staff gives the “all clear” signal.

Earthquake/Disaster Drills

Disaster drills will be conducted at least once every two months. Office personnel will maintain a record of drills held and total required time for complete evacuation.

- Students will be made familiar with the “duck and cover” routine. A disaster drill commencing with the “duck and cover” routine will be initiated by an announcement over the intercom. Staff and students will hear, “This is an emergency drill. Duck and cover.”
- During the classroom “duck and cover” routine, teachers will turn off the lights and instruct students to position themselves under a desk, table, or against the wall where they will be away from windows.
- Students will remain quiet and orderly in order to hear additional instructions when given.
- All drills will be concluded with an “all clear” announcement, or a visible signal from the administrative staff.
- In the case of a real earthquake, everyone must engage in the “duck and cover” routine immediately and remain in position until the teacher determines that it is safe to leave the building.
- If remaining in the room becomes dangerous, or when the shaking stops, teachers will proceed with their students to the evacuation site or another safety zone.
- If students are on the playground or other outdoor area when a disaster drill is called or in the event of an actual earthquake, students are to drop immediately to the ground, away from trees and power lines, and assume the “duck and cover” position.
- They are to remain in that position until given additional instructions.

B. Site Compliance

Ivy Bound Academy has 5 year lease (July 1st, 2010 to June 30th, 2015) on a facility at 15355 Morrison Street in Sherman Oaks, CA. The facility has been built and a Certificate of Occupancy was obtained on September 27th, 2005. A copy of the current and valid Certificate of Occupancy is at the LADBS
of Ivy Bound Academy Charter School

and an additional copy is at the LAUSD Charter Office. The annual cost of the facility is 11.3% percent of the school’s overall operating budget.

IBA is housed in facility that have received state Fire Marshal approval, meet the LA Uniform Building Code, meet the federal American Disabilities Act (ADA) access requirement, and that have been evaluated by a qualified structural engineer who has determined that the facilities present no substantial seismic safety hazard. Periodic inspections shall be undertaken as necessary to ensure such safety standards are met.

C. *Insurance Requirements

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

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

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of $5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles (“Board of Education”) as named additional insured 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 IBA's insurance shall be primary despite any conflicting provisions in IBA's policy. Coverage shall be maintained with no Self Insured Retention above $15,000 without the prior written approval of the Office of Risk Management for the LAUSD.

2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect IBA 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 IBA does not operate a student bus service. If IBA provides student bus services, the required coverage limit is $5,000,000 Combined Single Limit per Occurrence.

4. Fidelity Bond coverage shall be maintained by IBA 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 $50,000 per occurrence, with no self-insured retention.

5. Professional Educators Errors and Omissions liability coverage with minimum limits of
6. Sexual Molestation and Abuse coverage with minimum limits of $3,000,000 per occurrence and $3,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.

7. Employment Practices Legal Liability coverage with limits of $3,000,000 per occurrence and $3,000,000 general aggregate.

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

*Coverage and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insured 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 IBA's insurance shall be primary despite any conflicting provisions in IBA's policy.

*Evidence of Insurance

The Charter School shall furnish to the District’s Office of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 within 30 days of all new policies inceptions, renewals or changes, certificates or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

“The insurance afforded by this policy shall not be suspended, cancelled, reduced in coverage or limits or non-renewed except after thirty (30) days prior written notice by certified mail, return receipt requested, has been given to the District.”

Facsimile or reproduced signatures may be acceptable upon review by the Office of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should IBA deem it prudent and/or desirable to have insurance coverage for damage or theft to 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 IBA.

*Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, IBA 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. The 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 IBA, and their officers, directors, employees or volunteers. Moreover, IBA agrees to indemnify and hold harmless the District for any contractual liability resulting from third party contracts with its vendors, contractors, partners or sponsors.

The Ivy Bound Academy will have a Health, Safety and Emergency Plan in place prior to beginning the operation of IBA. The Ivy Bound Academy will ensure that staff has been trained in health, safety, and emergency procedures and will maintain a calendar and conduct emergency response drills for students and staff.

The Ivy Bound Academy, its employees and officers will comply with the Family Educational Rights and Privacy Act (FERPA) at all times.

Charter School shall require all employees of IBA, and all volunteers who will be performing services that are not under the direct supervision of a Charter School employee, and any onsite vendors having unsupervised contact with students to submit to criminal background checks and fingerprinting. The Charter School will maintain on file and available for inspection evidence that IBA has performed criminal background checks for all employees and documentation that vendors have conducted required criminal background checks for their employees prior to any unsupervised contact with students. The Charter School shall also ensure that it receives subsequent arrest notifications from the Department of Justice to ensure the ongoing safety of its students.

D. Child Abuse Reporting

In accordance with state law, all teachers and staff at IBA are mandated to report any suspected child abuse. The procedure for the mandated individual is to immediately make a call to the Department of Children and Family Services or Law Enforcement. The mandated reporter will then file a report within 36 hours of first becoming aware of a suspected case of child abuse. The report will be filed with either the Police Department Child Abuse Unit or the Department of Children and Family services. The mandated individual will meet with the appropriate authorities accordingly. Staff members receive in-service training and sign a document verifying notification and understanding regarding this responsibility.

Element Seven: 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.” Education Code Section 47605(b)(5)(G)

A. Boiler Plate Required Language

*Court-ordered Integration

The 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 Office of Student Integration Services (collectively the “Court-
ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD. The School will provide a written plan in the charter petition and upon further request by the District outlining how it would achieve and maintain the LAUSD’s ethnic goal of 70:30 or 30:70 ratio.

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

*No Child Left Behind-Public School Choice (NCLB-PSC) Traveling Students*

The District and Ivy Bound Academy are committed to providing all students with quality educational alternatives in compliance with all federal and state laws, including students who are enrolled in schools of the District identified by the California Department of Education as in need of Program Improvement. Public School Choice ("NCLB-PSC") placement with charter schools is an alternative strongly encouraged by the No Child Left Behind Act of 2001 ("NCLB"). The Ivy Bound Academy agrees to discuss with the District the possibility of accepting for enrollment District students participating in the District’s NCLB-PSC program. The parties agree to memorialize separately any agreed-to number of NCLB-PSC placements of District students at the school.

As required under NCLB, all NCLB-PSC students attending Ivy Bound Academy shall have the right to continue attending Ivy Bound Academy until the highest grade level of the charter. However, the obligation of the District to provide transportation for a NCLB-PSC student to Ivy Bound Academy shall end in the event the NCLB-PSC student’s resident District school exits Program Improvement status.

Ivy Bound Academy will ensure that all of its NCLB-PSC students are treated in the same manner as other students attending the school. NCLB-PSC students are and will be eligible for all applicable instructional and extra-curricular activities at the school. Ivy Bound Academy will make reasonable efforts to invite and encourage the participation of the parents of NCLB-PSC students in the activities and meetings at the charter school.

Determination of student eligibility for this NCLB-PSC option, including the grade level of eligibility, will be made solely by the District, based on the District’s NCLB-PSC process, guidelines, policies and the requirements of NCLB. In the event demand for places at Ivy Bound Academy under the NCLB-PSC program increases in subsequent years, Ivy Bound Academy agrees to discuss with the District the possibility of increasing the number of NCLB-PSC places available at the charter school.

*Federal Compliance*

As a recipient of federal funds, including federal Title I, Part A funds, Ivy Bound Academy has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the No Child Left Behind Act of 2001 (NCLB) and other applicable federal grant programs. Ivy Bound Academy understands that it is a local educational agency [LEA] for purposes of federal compliance and reporting purposes. Ivy Bound Academy agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of NCLB and
other applicable federal programs, including, but not limited to, documentation related to funding, required parental notifications, appropriate credentialing of teaching and paraprofessional staff, the implementation of Public School Choice and Supplemental Educational Services, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB, Title I, Part A include, but are not limited to, the following:

- Notify parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher including a timely notice to each individual parent that the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified
- Develop jointly with, and distribute to, parents of participating children, a school-parent compact
- Hold an annual Title I meeting for parents of participating Title I students
- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy
- Submit biannual Consolidated Application to California Department of Education (CDE) requesting federal funds
- Complete and submit Local Education Agency (LEA) Plan to CDE
- Complete reform planning process with stakeholders and submit to CDE all appropriate documents for Title I school wide status, if applicable; otherwise, identify and maintain roster of eligible students for the Title I Targeted Assistance School Program
- Maintain inventory of equipment purchased with categorical funds, where applicable
- Maintain appropriate time-reporting documentation, including semi-annual certification and personnel activity report, for staff funded with categorical resources, where applicable

Ivy Bound Academy also understands that as part of its oversight of the school, the District may conduct program review of federal and state compliance issues.

B. Means of Recruiting a Diverse Student Body

We envision a school that serves the residents of the Sherman Oaks community of the San Fernando Valley, yet fully incorporates the diversity and cultural opportunities of the greater Los Angeles area. The school aims to attract these diverse students with an active recruitment program and by continuing to establish partnerships with the Los Angeles Unified School District elementary schools, youth programs, and community organizations. Our recently intensified outreach efforts will assist us in this effort.

The Sherman Oaks neighborhood is indicated on the map below. Our outreach is expanded beyond these borders to Sherman Way (3 miles north of the school location), to Laurel Canyon Blvd (4.5 miles East), to Balboa Blvd (3 miles West), to the Sherman Oaks southern border, Mulholland Drive (3 miles South). This 45 square mile area covers a tremendous variety in family's ethnic, racial, socioeconomic, home language and cultural backgrounds - a true picture of Los Angeles's vibrant people.

SHERMAN OAKS
OUTREACH TARGET AREA, in relation to 'A' - Sherman Oaks

IBA continually reaches out to the community as its primary means of student recruitment. Because the school was founded by the founder/director of a well-known community tutoring center, IBA is well known throughout the Sherman Oaks community and has a waitlist of local students. During his tenure at the tutoring center, Principal Kiumars Arzani has helped thousands of students from varying ethnicities, socio-economic statuses, and academic abilities realize success in education. This experience coupled with the below-mentioned recruitment efforts will ensure that students who are academically low-achieving and economically disadvantaged will be enrolled and successful at IBA.
Of Ivy Bound Academy Charter School

IBA provides information about the school to those who are interested throughout the year. IBA provides applications at its Information Sessions which are scheduled from November to February of each year for interested applicants and additional information at Orientation Sessions for incoming students in the spring and summer before the school year begins. The recruitment and enrollment process is an extensive, city-wide outreach effort that includes partnership building, advertisements and formal, public information sessions.

In order to reach out to students beyond the Sherman Oaks borders, IBA distributes flyers in English and Spanish in community centers, businesses, libraries, social service agencies, faith-based organizations, apartment complexes, recreational facilities, and grocery stores.

At this time, our web host does not support multiple languages on our web page. They were exploring the addition of Google translate to allow for multiple versions of our website to be available in different languages at the push of a button. Currently, all lottery forms are available on the website in Spanish and English.

Often, IBA combines outreach with community-building activities in order to facilitate the interaction of current IBA students with the larger community. Perhaps the best 'advertisement' for IBA are its enthusiastic students, politely interacting with prospective parents and their young children. Each year, IBA students, dressed in IBA uniform, bag groceries at Fresh & Easy market for our Fundraising Night and this year included a booth with flyers, applications and our Admissions Director to speak with families and hand out information about our school. IBA students also run a booth at the annual Sherman Oaks Street Fair, answering questions about the school and distributing flyers.

Recently, in an effort to increase the Hispanic population at IBA, the school has attempted to reach out the Mid-Valley YMCA in Van Nuys, 3.8 miles from the school site, and the East Valley YMCA in North Hollywood, 6.25 miles from the school site, to create a partnership and inform their families about our school. Up until this point, we are still working on a consistent contact with the sites. However, have now been placed in contact with the Membership Department for review and approval of our paperwork and development of Parent Information Nights at both locations. We feel they are an organization that can greatly assist us with our outreach goals because they provide after-school care, enrichment activities, and summer camp to children age 5-12, as well as family programs that serve children of all ages. We are committed to creating a working partnership with them for the future by participating in their information sessions with prospective parents and advertising our school to the parents of children enrolled in its programs.

Outside of the YMCA, IBA has also reached out to local recreation centers, parks and libraries in the surrounding communities of Van Nuys, Sherman Oaks, Studio City and North Hollywood. Please see Appendix 6 under Community Outreach for detailed information.

IBA has succeeded in recruiting a student body that is ethnically, culturally and socioeconomically diverse. The majority of students are first-born generation American or foreign born, with the largest numbers from Israel, Iran, Philippines, Armenia and Guatemala. Despite the fact that their home language is not English, these students have become fluent English speakers. While 29% (65 students) are eligible for free and reduced lunch, an additionally significant portion of the student population is
living just above the poverty line, as measured by IBA's F&R applications indicating income levels that are untenable in the expensive Los Angeles-area but not low enough to qualify for Title I funding.\(^7\)

Ivy Bound Academy implements an outreach plan that includes, but is not limited to, the following strategies which focus on achieving and maintaining a racial, ethnic, economic, and academic balance among students that is reflective of the general population residing within Sherman Oaks and the surrounding communities:

- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based application process.
- The development and distribution of promotional and informational material that reaches out to all of the various racial and ethnic groups.
- Tours are held on Mondays beginning in November through the end of February. Dates and times are listed on the school website. In addition, individual tours can be arranged on Fridays, as needed, by contacting the school.
- Promotional post cards are sent out to our local community to inform them of our program and opportunities for enrollment.

\(^7\) Compared to the rest of the country, Sherman Oaks (zip 91495)'s cost of living is 74.70% Higher than the U.S. average. The unemployment rate in Sherman Oaks (zip 91495) is 13.90 percent (U.S. avg. is 10.20%). Recent job growth is Negative. Sherman Oaks (zip 91495) jobs have Decreased by 6.24 percent.
Element Eight: Admissions Requirements

“Admission requirements, if applicable.” Education Code Section 47605(b)(5)(H)

Assurances

IBA affirms that the school shall be nonsectarian in its programs, admission policies, employment practices, and all other operations. IBA shall not charge tuition, and shall not discriminate against any student 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 and Education Code Section 47605(d)(1).

*McKinney-Vento Homeless Assistance Act
The Charter School will adhere to the provisions of the 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. The Charter School will include specific information in their outreach materials, websites, at community meetings, open forums, and regional center meetings notifying parents that the school is open to enroll and provide services for all students which shall include a District standard contact number to access additional information regarding enrollment. A student’s IEP will never be required prior to participation in any attendance lottery or as a condition for enrollment.

IBA actively recruits a socio-economically and ethnically diverse student population from the District and surrounding areas who are committed to the school's educational philosophy and instructional practices.

The efforts the school employs to recruit economically disadvantaged students are described in Element #7. For example, as stated in Element #7, IBA has partnered with local YMCA’s in order to recruit economically disadvantaged students in the after school programs there. In order to recruit academically low-achieving and special education students, one of the primary duties of the Principal is that of public relations. He leads outreach efforts and communicates to all potential families that the school’s program emphasizes differentiated instruction that supports all students in achieving excellence. The Principal will also be held accountable for ensuring that the program is consistent with the mission and does, indeed, enable all students to learn and grow as students and responsible citizens.

IBA admits all pupils who wish to attend (Education Code Section 47605 (d)(2)(A)), in compliance with all laws regarding minimum age for public school attendance. Enrollment to the school shall be open to any resident of the State of California.

Application Process

The application process is comprised of the following:

- Parent attendance at a school orientation meeting*
- Completion of a student enrollment form
- Parent signature of School Contract*

* Not a pre-requisite to admission but strongly encouraged as discussed below.
For a given school year beginning in September, IBA will accept enrollment forms during an application period that extends from the day after the previous school lottery and until 4:00 PM on the last weekday in the month of February prior to the next given school year. These dates are indicated on the website, on the flyers and on the applications themselves.

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

An explanation of the enrollment process and the rules to be followed during the lottery is available at all times on our web site in English and Spanish and in the office (in English, Spanish, and Hebrew, and additional languages if needed). The process is also verbally explained to any families who hand in their paper application in-person. It will be communicated to the families that all students are admitted unless there are more applicants than spots, in which case a public lottery will occur at the school site on February 28, with acceptance letters mailed within 2 weeks of that date. Students who are not granted enrollment for the next school year will remain on the waiting list unless otherwise requested by the parent to be taken off.

Public Random Lottery Drawing and Admissions Preferences

If there are more applicants than spaces, there will be a public lottery to fill all available spaces. No one residing outside the State of California will be permitted to participate in the lottery. Ivy Bound Academy will admit all pupils who wish to attend as outlined in Education Code 47605 (d) (2) (A)-(B)). The school has developed procedures for a public random drawing in the event the school meets its capacity and additional students wish to enroll. Consistent with California and federal law and federal non-regulatory guidance, the school will provide a preference for current students and siblings of current students in that these two categories of students are exempt from participating in the public random drawing. Ivy Bound Academy will not discriminate on the basis of geographic residence. All students residing in the State of California may enroll in accordance with the California Charter School Law. Also in accordance with California law, pupils who reside in the LAUSD attendance area are given preference.

Public notice is posted at the school location, school web site and on distributed informational flyers regarding the application deadline and the date, time and location of the public drawing, encouraging people to attend (time will be weekday evening to maximize attendance; the location will be at the school site).
Parents who turned in enrollment forms prior to the February 28 deadline will be notified by email or phone regarding the date and time of the public drawing. Each year, IBA will conduct a lottery prior to March 31st, publicizing the date, time and location with reasonable notice of at least two weeks before the lottery date.

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

**Admissions Process**

All families that submitted an on-time pre-lottery enrollment application will be notified at the lottery drawing and by email or phone (if necessary, by U.S. mail) of their admission status (accepted or placement on waiting list). Each student offered admission will receive an enrollment packet with all of the forms necessary to enroll at IBA. If a student is accepted in the lottery, that family must confirm that the student will attend the school by a Confirmation Deadline - date specified in the admission’s offer letter (approximately 2 weeks after the lottery). The school will hold a post-lottery enrollment session before the Confirmation Deadline to supply additional information and to assist families in filling out forms.

The waiting list will include contact information of the families wanting to still be considered for admission should a position open. If a position opens during the course of the year, the administrative office will contact the family on the top of the waiting list to offer their student admission to the school. Should the family decline the position, the next family on the list will be contacted until the open position is filled. In no circumstance will a wait-list carry over to the following school year, but as stated above, students who remain on the wait-list who apply for enrollment in the following year will receive a preference in enrollment.

In the case of a waiting list student being offered admission outside the lottery procedure described above, and his/her family is notified prior to July 1st, the family has ten (10) business days to confirm enrollment and submit a completed post-lottery enrollment application and packet. If a student is notified after July 1, s/he will have seven (7) days, and after August 15th, s/he will have five (5) business days to confirm enrollment and complete the post-lottery enrollment packet.

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

**School Orientation and Parent Contract**

All prospective parents and their students are encouraged to attend a school tour before enrolling at our school. Tours are held Mondays at 4pm from November through the end of February and include a Power Point presentation and classroom visits designed to familiarize potential parents with our school. Dates are posted on our website at [www.ivyboundacademy.org](http://www.ivyboundacademy.org). In addition, prospective parents can contact the office and arrange tours on an individual basis if necessary. A member of our
office team will explain the program model, provide a tour of classrooms and deliver an overall explanation of the school’s technology and innovative programs.

Post lottery, and once families have completed their intent to enroll form and enrollment packet, the parents/guardians and the incoming student are offered the opportunity to attend our annual back to school orientation.

Orientation gives all of our families the opportunity to meet with teachers and school personnel BEFORE the school year begins. At this time families are given:

- the current year Parent-Student Handbook with any revisions or changes from the current LAUSD parent handbook
- an overview on Power School, the school’s student information system. Parents are given a trouble shooting guide as well as their unique user name and passwords to access the system. In addition, parents are also given the opportunity to sign up for a more in-depth training on Power School at another time. Power School is a powerful tool for our families to communicate with their child’s teachers and maintain accountability for their child’s grades; therefore, we are committed to assisting our families with training opportunities throughout the year.
- an introduction to ALEKS, Assessment and LEarning in Knowledge Spaces which is a Web-based, artificially intelligent assessment and learning system that we use to support our student with their Mathematics courses. It provides our students with the advantages of one-on-one instruction, 24/7, from virtually any Web-based computer.
- an introduction to One Call Now, our school’s automated calling and e-mail system
- an introduction to school’s intranet program, SharePoint.
- an overview of our Morning Academic Assistance program for at-risk students
- an application for afterschool study hall program
- an introduction to afterschool clubs and extra-curricular activities available at IBA

Our goal for Orientation is to build a partnership with our families and welcome them into the IBA school community. We believe that good communication, accountability to each other and developing a sense of pride in our school will help our students, our families and our staff be successful and support individual student growth. This begins at Orientation by clearly explaining the importance of parental involvement in enhancing their child’s educational experience by:

- Regularly monitoring PowerSchool to learn about their child’s school assignments, projects, quizzes, tests and grades.
- The importance of maintaining a positive and effective communication with teachers and staff.
- Ensuring that their child attends school on a regular basis and on time.
- Discussing the importance of the school’s code of conduct with their child.
- Enrolling their child in the recommended academic enrichment and intervention programs that the school deems necessary for their academic success and growth.
- And finally, if their time allows, to be involved in their child’s school by volunteering, joining the Parent Teacher Association (IBAPTA) or attending the various meetings and events planned throughout the school year.

At the end of the Orientation, parents and students are asked to sign a set of acknowledgments that states that they have attended the Orientation and have been made aware and understand the different
resources available to them. Attendance at orientation and/or signing the acknowledgments is not a condition of enrollment at IBA. In fact, families are not offered these services until after they have been offered, and accepted, a position at our school. IBA has always, and will continue, to strive to find ways to support, and make accommodations for, our families and their individual hardships.
Element Nine: Financial Audit

“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.” Education Code Section 47605(b)(5)(I)

*District Oversight Costs*

The District may charge for the actual costs of supervisorial oversight of IBA not to exceed 1% of the Charter School’s revenue, or the District may charge for the actual costs of supervisorial oversight of IBA not to exceed 3% if the Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum supervisorial oversight fee allowed under the law as it may change from time to time. The supervisorial oversight fee provided herein is separate and distinct from the charges arising under the charter school/facilities use agreements.

**Balance Reserves**

Additionally, IBA will at all times maintain a funds balance (reserve) of its expenditures as required by section 15450, Title 5 of the California Code of Regulations.

*Special Education Revenue Adjustment/Payment for Services*

In the event that IBA 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 the IBA, IBA authorizes the District to deduct any and all of the in lieu property taxes that IBA otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. The Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to IBA. Should this revenue stream be insufficient in any fiscal year to cover any such costs, IBA agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

*Audit and Inspection of Records*

IBA agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:

- IBA is subject to District oversight.

- The District’s statutory oversight responsibility continues throughout the life of the Charter and requires that it, among other things, monitors the fiscal condition of the Charter School.

- The District is authorized to revoke this Charter for, among other reasons, the failure of IBA to meet generally accepted accounting principles or if it 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 the Charter School’s financial information,
- The Charter School’s debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- The Charter School’s enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

IBA 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.

IBA will develop and maintain internal fiscal control policies governing all financial activities.

**Annual Audit**

The books and records and annual audit of IBA are kept in accordance with generally accepted accounting principles, and as required by applicable law.

IBA has had clean audits each year through independent auditor, Hill, Morgan & Associates LLP. An annual independent fiscal audit of the books and records of IBA is conducted as required under IBAs Act, section 47605(b)(5)(I) and 47605(m), in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controllers Guide. The independent fiscal audit of Ivy Bound Academy is public record to be provided to the public upon request.

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

Ivy Bound Academy shall promptly respond to all reasonable inquiries, including but not limited to, inquiries regarding financial records, from the District and shall consult with the District regarding any inquiries.
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 Actual – July following the end of the fiscal year
f. Audited Actuals - November following the end of the fiscal year (also to State Controller, LACOE, and County Superintendent of Schools.)
g. Classification Report – monthly the Monday after close of the last day of the school month
h. Statistical Report - monthly the Friday after the last day of the school month. In addition: 1. P1, first week of January 2. P2, first week of April
i. Bell Schedule – annually by November
j. Other reports
Element Ten: Student Suspensions and Expulsions

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

DISCIPLINARY POLICY

Students learn best in an environment of clear expectations about behavioral and community norms that allows them to feel safe and nurtured. In order to maintain a positive learning community, IBA has developed a comprehensive set of student discipline policies through the work of a committee that includes input from interested parents/guardians, students and staff and is compliant with California Education Code Section 48900 and LAUSD guidelines. These policies are detailed in the IBA Parent & Student Handbook (Appendix V). Each family receives a copy of these policies and is required to verify that they have reviewed them with their children at the time of enrollment or at the beginning of the school year.

Policies regarding suspension or expulsion follow LAUSD guidelines and conform to applicable state and federal laws regarding all students, including California Education Code 48900, Individuals with Disabilities Education Act (IDEA) and its amendments, Section 504 of the Rehabilitation Act, AB 602, ADA, and the Chanda Smith Modified Consent Decree. IBA may seek the advice and guidance of, or work in conjunction with, LAUSD Pupil Services Department in accordance with District policy for handling expulsion recommendations.

IBA’s Principal bears primary responsibility for overseeing all student discipline.

Mandatory Expulsion/Suspension: It is a federal mandate that a school expel, for a period of not less than one year (except on a case-by-case basis), any student who is determined to have brought a firearm to school. In addition, in accordance with California Education Code 48915 (c), students will immediately be suspended and recommended for expulsion when any of the following occur at the school or at a school activity off campus:

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

Discretionary Expulsion/Suspension: In addition to the foregoing mandatory suspension/expulsion infractions, IBA may suspend or recommend for expulsion a student for any of the following reasons as specified in the California Education Code sections 48900 and 48915 (a) and any other sections of the California Education Code that may apply:

1. Caused, attempted to cause, or threatened to cause physical injury to another person.
2. Willfully used force or violence upon the person of another, except in self-defense.
3. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the Director or the designee of the Director.
4. Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.

5. Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, alcoholic beverage, or an intoxicant of any kind and either sold, delivered or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.

6. Committed or attempted to commit robbery or extortion.

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

8. Stolen or attempted to steal school property or private property (includes, but is not limited to, electronic files and databases).

9. Possessed or used tobacco, or any products containing tobacco or nicotine products including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel (exception made for use or possession by a pupil of his or her own prescription products).

10. Committed an obscene act or engaged in habitual profanity or vulgarity.

11. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 1104.5 of the Health and Safety Code.

12. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials or other school personnel engaged in the performance of their duties.

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

14. 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.

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

16. Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

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

18. Engaged in, or attempted to engage in, hazing. For the purpose of this subdivision, “hazing” means a method of initiation or pre-initiation 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.

19. 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 only, 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).
20. 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 4-12, inclusive.

21. Caused, attempted to cause, threaten 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 4-12, inclusive. Intentionally harassed, threatened or intimidated 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 student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4-12, inclusive.

22. Made terrorist threats against school officials and/or school property. 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 a sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

23. Engaged in an act of bullying, including, but not limited to, bullying, committed by means of an electronic act, as defined subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel.

**Gun Free Schools Act**

The Charter School shall comply with the federal Gun Free Schools Act. Students are subject to mandatory expulsion from IBA for any of the reasons as specified in the Education Code §48915 (c) and the Federal Gun-Free Schools Act of 1994.

**Expulsion and/or Suspension Procedures**

*Notice to Parents:*
Parents and students will have due process rights with regards to suspensions and expulsions. At the time of a student’s suspension, a school employee shall make a reasonable effort to contact the parents by telephone or in person. Initial contact will be followed by a written notice. This notice will state the specific offense committed by the student. In addition, the notice will also state the date and time the student may return to school.

*Informal Conference:*
An informal conference conducted by the Executive Director/Principal, will be held, with the student and the student’s parent to discuss the circumstances relevant to the suspension. This conference may be omitted if the Executive Director/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 school is unable to reach a parent or guardian after all avenues are exhausted, a notice may inform the parents that they are required to respond without delay, and that violation of school policy can result in expulsion from the school.

**Determination of Length of Suspension:**
The length of the suspension will be determined by the Executive Director/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 unless the suspension is extended pending an expulsion hearing. 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 does not apply, however, when the suspension is extended pending an expulsion.

Arrangements shall be made to provide the student with classroom material and current assignments to be completed at home during the length of the suspension or pending an expulsion hearing.

**Recommendations for Expulsion:**
If the Executive Director/Principal recommends expulsion, the student and the student’s parents will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing conducted by an Administrative Panel. This determination will be made by the Executive Director/Principal upon either of the following findings:

a) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
b) Due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others.
c) The student’s presence will likely be disruptive to the educational process.
d) Due to the nature of the violation, state or federal law requires mandatory expulsion.

Upon this determination, the student's suspension will be extended pending the results of an expulsion hearing.

**Expulsion Hearing:**
Students recommended for expulsion will be entitled to a hearing before an Administrative Panel to determine whether or not the student should be expelled. Unless postponed for good cause, the hearing will be held within 30 days after the Executive Director/Principal determines that an act subject to expulsion has occurred.

A student may be expelled following a hearing before an Administrative Panel to be assigned by the Board. The Administrative Panel will consist of three-five certificated administrators from other charter schools and teachers from the school site who are not teachers of the pupil or teachers involved in the incident, and (1-2) Board members of the Charter School’s governing board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the Pupil makes a written request for a public hearing three (3) days prior to the hearing. Written notice of the hearing will be forwarded by the Executive Director/Principal or designee to the student and the student's parents at least 10 calendar days before the date of the hearing. This notice will include:
i. The date and place of the hearing
ii. A statement of the specific facts, charges and offense upon which the proposed expulsion is based
iii. A copy of the disciplinary rules that relate to the alleged violation
iv. The opportunity for the student or the student’s parents to appear in person at the hearing
v. The opportunity for the student to be represented by counsel
vi. The right to examine and acquire copies of all documents to be used at the hearing
vii. The opportunity to cross-examine all witnesses that testify at the hearing
viii. The opportunity to present evidence and witnesses on behalf of the student

Special Procedures for Expulsion Hearings Involving Sexual Assault or 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 that 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 battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to:
   a. receive a five-day 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 person or 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 person 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 person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/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 courtroom during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, 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 person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Hearing
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.

Presentation of Evidence
While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board, Panel or designee 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 expelled 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.
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 recommend expulsion, the pupil shall immediately be returned to his/her educational program.

**Written Notice to Expel**

The Executive Director/Principal or designee, following a decision of the Administrative Panel to expel, shall send written notice of the decision to expel, including the Administrative Panel’s adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: Notice of the specific offense committed by the student; 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; Notice of any appeal options; and information about alternative placement options.

**BOILER PLATE LANGUAGE**

Charter School shall provide due process for all students, including adequate notice to parents/guardians and students regarding the grounds for suspension and expulsion and their due process rights regarding suspension and expulsion, including rights to appeal. Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, including, for example, any modification of the lists of offenses for which students are subject to suspension or expulsion.

Charter School shall ensure the appropriate interim placement of students during and pending the completion of IBA’s student expulsion process.

Charter Schools will implement operational and procedural guidelines ensuring federal and state laws and regulations regarding the discipline of students with disabilities are met. Charter Schools will also ensure staff is knowledgeable about and complies with the District’s Discipline Foundation Policy. If the student receives or is eligible for special education, IBA shall identify and provide special education programs and services at the appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Support Unit, Division of Special Education.

Charter School shall utilize alternatives to suspension and expulsion with students who are truant, tardy, or otherwise absent from compulsory school activities.

If a student is expelled from IBA, IBA shall forward student records upon request of the receiving school district in a timely fashion. Charter School shall also submit an expulsion packet to the Innovation and Charter Schools Division immediately or as soon as practically possible, containing:

- pupil’s last known address
- a copy of the cumulative record
- transcript of grades or report card
- health information
- documentation of the expulsion proceeding, including specific facts supporting the expulsion
- student’s current educational placement
- copy of parental notice expulsion
Of Ivy Bound Academy Charter School

- copy of documentation of expulsion 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; and
- if the Student is eligible for Special Education, IBA must provide documentation related to expulsion pursuant to IDEA including conducting a manifestation determination IEP prior to expulsion. If the student is eligible for Section 504 Accommodations, the Charter School must provide evidence that it convened a Link Determination meeting to address two questions: A) Was the misconduct caused by, or directly and substantially related to the students disability; B) Was the misconduct a direct result of the Charter School’s failure to implement 504 Plan?

**DUE PROCESS:**

If a pupil is expelled, the student and/or the parent or guardian of the student may, within 10 calendar days following the decision of the Administrative Panel to expel, file a written appeal, requesting the Board reconsider the expulsion determination.

After receiving the formal written appeal, the Board shall hold the appeal hearing within twenty (20) school days. The members of the Board, who participated in the original expulsion hearing, will be excused from the appeal hearing. The Board shall hear the appeal of an expulsion order in closed session. During closed session, if the Board admits any representative of the pupil or the School, the Board shall, at the same time, admit representatives from the opposing party. The Board shall render a decision within three (3) school days of the hearing. The decision of the Board shall be final.

A student and/or parent who fail to appeal the original action of the Administrative Panel within the prescribed time may not subsequently appeal the decision and the original order of expulsion will be imposed.

The Board may adopt further rules and regulations establishing procedures for expulsion appeals, as long as they are consistent with this section. The adopted rules and regulations shall include, but need not be limited to, the requirements for filing a notice of appeal, the setting of a hearing date, the furnishing of notice to the pupil regarding the appeal, the furnishing of a copy of the expulsion hearing, procedures for the conduct of the hearing, and the preservation of the record of the appeal.

The pupil and/or parent shall submit a written request for a copy of the written transcripts and supporting documents of the proceedings from the School simultaneously with the filing of the notice of appeal. The School shall provide the student with the transcriptions, supporting documents, and records within 10 school days following the pupil's written request, unless impracticable.

**ASSURANCES REGARDING LIST OF OFFENSES**

In preparing the list of mandatory and discretionary expulsion and suspension offenses, IBA has consulted a variety of sources in addition to applicable laws to ensure that our policies comply with “best practices” at similar schools, including non-charter schools within LAUSD. Our primary purpose, of course, is to ensure the health and safety of our students, staff and community. Beyond that however, we also aim to ensure that students understand clear standards for conduct and are treated at all times in a respectful manner by their peers, teachers, administrators and other members of our community.
PERIODIC REVIEW OF DISCIPLINE POLICIES

IBA’s Board of Directors will assume responsibility for considering recommended changes in our discipline policies (to the extent permitted by law) suggested by students, parents and other members of the community, voiced through the Advisory Board. The Advisory Board will review the Parent & Student Handbook at least once annually to determine whether changes are warranted.

GENERAL DISCIPLINE POLICIES

If a student violates school policies enumerated in the Parent & Student Handbook that are not specified as grounds for immediate suspension or expulsion, possible disciplinary actions include:

- Warning
- Loss of Privileges
- Notices to parents by phone/letter
- Referral to the Principal
- Request for Parent Conference
- Suspension
- Expulsion

The Principal will bear primary responsibility for overseeing all student discipline.

Outcome Data

Charter School shall maintain all data involving 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 the Charter School shall be given a rehabilitation plan upon expulsion as developed by the 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. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

Readmission.

The 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, the Charter School’s governing board shall readmit the pupil, unless the 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. The Charter School is responsible for reinstating the student upon the conclusion of the expulsion period.
Special Education Students

In the case of a student who has an Individualized Education Plan ("IEP"), or a student who has a 504 Plan, the Charter School will ensure that it follows the 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 the Charter School an IEP team, including a district representative, will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District’s Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, the charter school's administrator will convene a Link Determination meeting to ask the following two questions: A) Was the misconduct caused by, or directly and substantially related to the student’s disability? B) Was the misconduct a direct result of the Charter School’s failure to implement 504?
Element Eleven: Retirement Program

“The manner by which staff members of the charter schools will be covered by the State Teacher’s Retirement System, the Public Employees’ Retirement System, or Federal Social Security.” Education Code Section 47605(b)(5)(K)

A. Retirement System

Staff at IBA participates in the federal social security system and has access to other school-sponsored retirement plans according to policies adopted by the Board of Directors for the school’s employees. The committee to recommend retirement plans to the Board of Directors must include representatives of the administrative, teaching, and clerical staff should members of these groups wish to be represented on the committee.

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

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

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

B. Code of Conduct for Employees

Employees are expected to engage in professional behavior with fellow employees, students, parents, and others with whom interaction is made on behalf of or while representing IBA. Unprofessional behavior includes unlawful harassment including, but not limited to jokes, threats, put-downs, decorations, and innuendoes related to gender, sex, race, ethnicity, religion, age, disability, and sexual orientation.

Employees are expected to refrain from such activity and to report alleged improprieties in accordance with state and federal laws.

C. Due Process

The grievance procedures are described in detail in Element #14. All staff members have due process rights that include:
• Right to just cause discipline and dismissal.
• Right to mediation and a fair hearing if necessary.
• Right to appeal before a free state arbitrator (offered to small school districts)

D. Other Issues

Work Basis & Benefits can be found in the budget at the end of this petition. The process for staff recruitment, selection, evaluation, and termination can be found in Element #5. Salaries and benefits are determined by the Principal and approved by the Board of Directors. Work conditions, the calendar, holidays, vacations, work day and year are determined by the administrative staff and faculty, working together, and approved by the Board as necessary.
Element Twelve: Attendance Alternatives

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

1. Pupils who choose not to attend Ivy Bound Academy may choose to attend other public schools in their district of residence or pursue an inter-district-transfer in accordance with existing enrollment and transfer policies of the District.

2. Parent(s) or guardian(s) of pupils enrolled at Discovery Prep shall be informed that the pupil has no right to admission in a non-charter District school as a consequence of enrollment in the charter school. The governing board of a school district shall not require any pupil enrolled in the school district to attend a charter school.
Element Thirteen: Employee Rights

“A description of the rights of any 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.” Education Code Section 47605(b)(5)(M)

Leave and return rights for union-represented employees who accept employment with IBA will be administered in accordance with applicable collective bargaining agreements between the employee’s union and the District and also in accordance with any applicable judicial rulings.

Job applicants for positions at IBA will be considered through an open process, and if hired, will enter into a contractual agreement with the school. Any district union employee who is offered employment and chooses to work at IBA will not be covered by his or her respective collective bargaining unit agreement, although IBA may extend the same protections and benefits in individual employee contracts. Unless the employees elect to be represented by an organization for bargaining purposes, all employees will be individually contracted rating in at a level competitive to the district’s salary schedules. The individual contract will address, among other issues, salary, health and welfare benefits, work schedules and responsibilities, accountability measurements, and standards for performance evaluations. Employee contracts are at-will, and run from July 1 to June 30.
Element Fourteen: 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.” Education Code Section 47605(b)(5)(N)

A. Disputes arising between IBA and the District - Boilerplate Language

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

Any Dispute between the District and IBA shall be resolved in accordance with the procedures set forth below:

1) Any Dispute shall be made 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 PM or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

All Written Notifications shall be addressed as follows:

To Charter School: Ivy Bound Academy
c/o School Director
15355 Morrison Street
Sherman Oaks, CA 91403

To Director of Charter Schools: Director of Charter Schools
Los Angeles Unified School District
333 South Beaudry Avenue, 25th Floor
Los Angeles, California 90017

2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 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.
3) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Each party shall bear its own attorney’s fees, costs and expenses associated with the mediation. The mediator’s fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 120 days from the date of either party’s request for mediation following the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the Dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

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

B. Disputes Arising from within the School

The Board of Directors of Ivy Bound Academy has adopted policies and processes for airing and resolving internal and external disputes. Dispute resolution policies and procedures are printed in the Parent Student Handbook as well as IBA’s Employee Handbook. The purpose of these policies and procedures is to have school community members resolve issues in-house in an amicable and fair manner whenever possible and to avoid contacting the Board of Education and the District unnecessarily. School community members include students, teachers, staff, parents, members of the Board of Directors, volunteers, partners, parties contracted for services, and collaborators.

1. The parties involved will first discuss and attempt to resolve the issue before proceeding further.
2. If the conflict cannot be resolved with discussion, the parties involved will ask a peer to help resolve the dispute.
3. If peer conflict mediation does not resolve the situation, the parties involved will ask one of the following persons to serve as mediator, or, if mutually agreeable, as arbitrator:
   A. Students ask a teacher or administrator
   B. Teachers ask another teacher or an administrator
   C. Administrative staff asks a teacher, another administrator, or the chair of the Board of Directors
   D. Clerical or other staff ask an administrator
   E. Parents ask another parent, the chair of the Parent Advisory Council, or the Executive Director
4. All Ivy Bound Academy faculty, staff, administrators, parents, and Board of Directors are made aware of this dispute process via the appropriate handbooks.
Element Fifteen: Employee Status and Collective Bargaining

“A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act (Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 4 of Title 1 of the Government Code).” Education Code Section 47605(b)(5)(O)

IBA is deemed the exclusive public school employer of the employees of IBA for the purposes of the Educational Employee Relations Act (EERA).

As such, Ivy Bound Academy will comply with all provisions of the Educational Employment Relations Act ("EERA"), and will act independently from LAUSD for bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes. However, unless the employees elect to be represented by an organization for bargaining purposes, all employees will be individually contracted.
Element Sixteen: School Closure Procedures

“A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the 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.”

Education Code Section 47605(b)(5)(P)

Revocation
The District may revoke the charter if IBA commits a breach of any provision set forth in a policy related to Charter Schools adopted by the District Board of Education and/or any provisions set forth in the Charter School Act of 1992. The District may revoke the charter of the IBA if the District finds, through a showing of substantial evidence, that the Charter School did any of the following:

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

Prior to revocation, and in accordance with Cal. Educ. Code section 47607(d) and State regulations, the LAUSD Board of Education will notify the IBA in writing of the specific violation, and give the IBA 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 clause set forth in this Charter.

*Closure Action
The decision to close IBA either by the IBA governing Board or by the LAUSD Board of Education, will be documented in a Closure Action. The Closure Action shall be deemed to have been automatically made when any of the following occur: the charter is revoked or non-renewed by the LAUSD Board of Education; the Charter School board votes to close the Charter School; or the Charter lapses.

*Closure Procedures
The procedures for charter school closure are guided by California Education Code sections 47604.32, 47605, 47605.6, and 47607 as well as California Code of Regulations, Title 5 (5 CCR), sections 11962 and 11962.1. A closed charter school must designate a responsible entity to conduct closure activities and identify how these activities will be funded. The procedures outlined below are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” as posted on the California Department of Education website. References to “Charter School” applies to the charter school’s nonprofit corporation and/or governing board.

Documentation of Closure Action
The revocation or non-renewal of a charter school must be documented by an official action of the authorizing entity. Notice of a charter school’s closure for any reason must be provided by the
authorizing entity to the California Department of Education (CDE). In addition, the charter school must send notice of its closure to:

1. Parents or guardians of students. Written notification to parents/guardians/caregivers of the enrolled students of the IBA will be issued by IBA within 72 hours after the determination of a Closure Action and the effective date of closure. A copy of the written notifications to parents is also to be sent to LAUSD within the same time frames.
2. The authorizing entity
3. The county office of education. Written notification to the Los Angeles County Office of Education of the Closure Action shall be made by the IBA by registered mail within 72 hours of the decision to Closure Action. Charter School shall provide a copy of this correspondence to the ICSD.
4. The special education local plan area in which the school participates. Written notification to the Special Education Local Planning Area (SELPA) in which the Charter School participates of the Closure Action shall be made by the IBA by registered mail within 72 hours of the decision to Closure Action. Charter School shall provide a copy of this correspondence to the ICSD.
5. The retirement systems in which the school’s employees participate. The Charter School will within fourteen (14) calendar days of closure action contact the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), and the Los Angeles County office of Education and follow their procedures for dissolving contracts and reporting. Charter School shall provide a copy of this correspondence to the ICSD.
6. The CDE. Written notification to the California Department of Education of the Closure Action shall be made by the IBA by registered mail within 72 hours of the decision to Closure Action. Charter School shall provide a copy of this correspondence to the ICSD.

Notice must be received by the CDE within ten calendar days of any official action taken by the chartering authority. Notification of all the parties above must include at least the following:

1. The effective date of the closure
2. The name(s) of and contact information for the person(s) handling inquiries regarding the closure
3. The students’ school districts of residence
4. How parents or guardians may obtain copies of student records, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification to the CDE must 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 to parents, guardians, and students should also include:

24. Information on how to transfer the student to an appropriate school
25. A certified packet of student information that includes closure notice, a copy of their child’s cumulative record which will include grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and State testing results.
26. Information on student completion of college entrance requirements for all high school students affected by the closure

The charter school shall announce the closure to any school districts that may be responsible for providing education services to the former students of the charter school within 72 hours of the decision to Closure Action. This notice will include a list of returning students and their home schools. Charter school closures should occur at the end of an academic year if it is feasible to maintain a legally compliant program until then. If a conversion charter school is reverting to non-charter status, notification of this change should be made to all parties listed in this section.

School and Student Records Retention and Transfer

IBA shall observe the following in the transfer and maintenance of school and student records:
1. The Charter School will provide the District with original cumulative files pursuant to District policy and applicable handbook(s) regarding cumulative records for secondary and elementary schools for all students both active and inactive at the Charter School. Transfer of the complete and organized original student records to the District will occur within seven calendar days of the effective date of closure.
2. The process for transferring student records to the receiving schools shall be in accordance with LAUSD procedures for students moving from one school to another.
3. The Charter School will prepare an electronic master list of all students to the Innovation and Charter Schools Division. This list will include the student’s identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school, 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 should also indicate the name of the school that each student is transferring to, if known. This electronic master list will be delivered in the form of a CD.
4. The original cumulative files should be organized for delivery to the District in two categories: active students and inactive students. The ICSD will coordinate with the Charter School for the delivery and/or pickup of the student records.
5. The Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. The Charter School will provide to the ICSD a copy of student attendance records, teacher gradebooks, school payroll records, and Title I records (if applicable). Submission of personnel records must include any employee records the charter school has. These include, but are not limited to, records related to performance and grievance.
7. All records are to be boxed and labeled by classification of documents and the required duration of storage.

Financial Close-Out

After receiving notification of closure, the CDE will notify the charter school and the authorizing entity if it is aware of any liabilities the charter school owes the state. These may include overpayment of apportionments, unpaid revolving fund loans or grants, or other 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.

IBA shall ensure completion of an independent final audit within six months after the closure of the 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 the charter school.

This audit may serve as the school’s annual audit.

The financial closeout audit of the Charter School will be paid for by the IBA. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by IBA will be the responsibility of the IBA and not LAUSD. IBA understands and acknowledges that IBA will cover the outstanding debts or liabilities of IBA. Any unused monies at the time of the audit will be returned to the appropriate funding source. IBA 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 the IBA participates, and other categorical funds will be returned to the source of funds.

IBA shall ensure the completion and filing of any annual reports required. This includes:

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. If the charter school chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. 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 determine the disposition of all liabilities of the charter school. Charter school closure procedures must also ensure disposal of any net assets remaining after all liabilities of the charter school have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. The return of any donated materials and property according to any conditions set when the donations were accepted.
2. The return of any grants and restricted categorical funds to their source according to the terms of the grant or state and federal law.
3. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.
Net assets of the charter school may be transferred to the authorizing entity.

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

a. The corporation’s bylaws will address how assets are to be distributed at the closure of the corporation.
b. A copy of the corporation’s bylaws containing the information on how assets are to be distributed at the closure of the corporation, are to be provided to LAUSD prior to approval of this Charter.

For six (6) calendar months from the Closure Action or until budget allows, whichever comes first, sufficient staff as deemed appropriate by the IBA Board, will maintain employment to take care of all necessary tasks and procedures required for a smooth closing of the school and student transfers.

The IBA Board shall adopt a plan for wind-up of the school and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

The Charter School shall provide LAUSD within fourteen (14) calendar days of closure action prior written notice of any outstanding payments to staff and the method by which the school will make the payments.

Prior to final closure, the Charter School shall do all of the following on behalf of the school's employees, and anything else required by applicable law:

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. File the Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).
c. Make final federal tax payments (employee taxes, etc.)
d. File the final withholding tax return (Treasury Form 165).
e. File the final return with the IRS (Form 990 and Schedule).

This Element 16 shall survive the revocation, expiration, termination, cancellation of this charter or any other act or event that would end IBA’s right to operate as a Charter School or cause IBA to cease operation. IBA and District agree that, due to the nature of the property and activities that are the subject of this petition, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 16.

The District, therefore, shall have the right to seek equitable relief to enforce any right arising under this Element 16 or any provision of this Element 16 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.


*Facilities*
Charter School Location is 15355 Morrison Street, Sherman Oaks, CA 91403 which is located within the boundaries of LAUSD.
Names of District school sites near proposed location.

<table>
<thead>
<tr>
<th>Elementary Schools within 2 miles</th>
<th>Middle Schools within 5 miles</th>
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<tr>
<td>Chandler Elementary</td>
<td>Gaspar De Portola Middle School</td>
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<tr>
<td>Encino Elementary</td>
<td>James Madison Middle School</td>
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<tr>
<td>Hesby Oaks School</td>
<td>Milikan Middle</td>
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<tr>
<td>Kester Avenue Elementary</td>
<td>Robert Fulton College Preparatory</td>
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<tr>
<td>Lanai Road Elementary</td>
<td>Roy Romer Middle</td>
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<tr>
<td>Sherman Oaks Elementary</td>
<td>Sherman Oaks Center for Enriched Studies</td>
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<tr>
<td>Sylvan Park Elementary</td>
<td>Van Nuys Middle</td>
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<td>Vista Middle</td>
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<td>Walter Reed Middle</td>
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<td>William Mulholland Middle</td>
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District-Owned Facilities:
If Charter School is using LAUSD facilities as of the date of the submittal of this charter petition or takes occupancy of LAUSD facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by LAUSD for the use of the LAUSD 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 LAUSD facilities, Charter School shall execute an agreement provided by LAUSD for the use of LAUSD facilities prior to occupancy and commencing use.

Charter School agrees that occupancy and use of LAUSD facilities shall be in compliance with applicable laws and LAUSD policies for the operation and maintenance of LAUSD facilities and furnishings and equipment. All LAUSD facilities (i.e., schools) will remain subject to those laws applicable to public schools which LAUSD observes.

In the event of an emergency, all LAUSD 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 LAUSD facilities with other LAUSD user groups, Charter School agrees it will participate in and observe all LAUSD safety policies (e.g., emergency chain of information, participate in safety drills).

The use agreements provided by LAUSD for LAUSD 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 LAUSD facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the charter petition and incidental related uses. LAUSD shall have the right to inspect LAUSD facilities upon reasonable notice to Charter School.
- Furnishings and Equipment. LAUSD 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 LAUSD facilities by any person or entity other than Charter School shall be administered by LAUSD. The parties may agree to an alternative arrangement in the use agreement.

- Minimum Payments or Charges to be Paid to LAUSD Arising From the Facilities.
  i. Pro Rata Share. LAUSD shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter School 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 LAUSD agrees to allow Charter School to perform any of the operation and maintenance services, LAUSD shall have the right to inspect the LAUSD 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 LAUSD facilities with another user, LAUSD shall provide the operations and maintenance services for the LAUSD 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 LAUSD facilities, LAUSD shall allow the Charter School, at its sole cost and expense, to provide some operations and maintenance services for the LAUSD facilities in accordance with applicable laws and LAUSD’s policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, LAUSD shall provide all services for regulatory inspections, which as the owner of the real property 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 service and payment for such services in the use agreement.

- Real Property Insurance. Prior to occupancy, Charter School shall satisfy those 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.

Facility status:
The charter petitioner must demonstrate control of a facility such as a commitment from the landlord, to ensure that the property is actually available to the charter developer, and that the facility is usable with or without conditions (such as a conditional code permit.) The charter school facility shall comply 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 the charter school is to be located, and the Americans with Disabilities Act (ADA). Applicable codes and ADA requirements
shall also apply to the construction, reconstruction, alteration of or addition to the proposed charter school facility. The Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA requirements. Charter schools are required to adhere to the program accessibility requirements of Federal law (Americans with Disabilities Act and Section 504).

**Occupancy of the Site:**
The charter petitioner or developer shall provide the District with a final Certificate of issued by the applicable permitting agency, allowing the petitioner to use and occupy the site. The Charter School may not open without providing a copy of the Certificate of Occupancy for the designated use of the facility. If the Charter School moves or expands to another facility during the term of this charter, the Charter School shall provide a Certificate of Occupancy to the District for each facility before the school is scheduled to open or operate in the facility or facilities. 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.

**Health & Safety:**
The school will comply with the Healthy Schools Act, California Education Code Section 17608, which details pest management requirements for schools. Developers may find additional information at: [www.laschools.org/employee/mo/ipm](http://www.laschools.org/employee/mo/ipm)

**Asbestos Management:**
The charter school will comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR 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.