Ivy Bound Academy 2
Math, Science, & Technology
Charter Middle School

Middle School Campus
20040 Parthenia Street
Northridge, CA. 91324
Phone (818) 808 – 0158
Fax (818) 808 – 0157
www.ivyboundacademy.org
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AFFIRMATIONS AND ASSURANCES

Ivy Bound Academy 2 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, 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.
• Admit all pupils who wish to attend the school. EC 47605 (d)(2)(A)
• Determine enrollment by a public random drawing, if the number of pupils who wish to attend the school exceeds the school capacity, priority shall be extended to pupils who currently attend Ivy Bound Academy, their siblings who would be concurrently enrolled at the school, and pupils who reside in LAUSD. EC 47605 (d)(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 any 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.

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)

The address of the Charter School: 20040 Parthenia Street, Northridge, CA 91324
The phone number: 818-808-0158
The contact person: Kiumars Arzani Executive Director ivybnd@aol.com
The term of this charter shall be from: July 1st, 2013 to June 30th, 2018.
The grade configuration is 5th through 8th.
The number of classrooms: 16
The number of students in the first year will be 240
The grade level(s) of the students the first year will be grades 5 and 6 only
The scheduled opening date of the Charter School is August 26, 2013
The admission requirements include: All students
The operational capacity will be 480
The instructional calendar will be: Traditional Calendar min. of 180 instructional days.
2013-14 School Year start and end dates 8/26/2013 – 6/6/2014
The bell schedule for the Charter School will be: 8:00 - 3:30 Mondays - Thursdays and 8:00 - 12:50 on Fridays.

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

The mission of Ivy Bound Academy and Ivy Bound Academy 2, 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. Our students will graduate with the technological skills and team building experience to allow them to achieve success in both higher education, the job market and the global economy.

The goal of Ivy Bound Academy 2 is to prepare our students with the academic skills, intellectual habits, and character traits that are necessary for success in high school, college, and the competitive world beyond. In pursuing this vision, we aim to serve our community as a whole by graduating students who will make a difference in their communities and the world.

Ivy Bound Academy 2 (IBA NO. 2) is a charter school designed to address the critical need for innovative educational alternatives in the Northridge community of the West San Fernando Valley. IBA believes that middle school is a crucial and formative time in adolescence and that the choices our students make during these years will help set them on a path for success. The school will be a replicate of the original Ivy Bound site in Sherman Oaks with small, learning communities designed to produce the same high achieving results and student success. IBA NO. 2 will be a site-based school serving 240 students in grades 5th and 6th in the first year of operation (2013 – 2014) up to a full capacity of 480 students in grades five through eight (2017-2018). IBA NO. 2, aims to strengthen the character and academic skills needed for all of our students to excel in competitive high schools and colleges and assume positions of responsibility and excellence.

<table>
<thead>
<tr>
<th>Grades</th>
<th>Year 4 2013-2014</th>
<th>Year 5 2014-2015</th>
<th>Year 6 2015-2016</th>
<th>Year 7 2016-2017</th>
<th>Year 8 2017-2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>120</td>
<td>120</td>
<td>120</td>
<td>120</td>
<td>120</td>
</tr>
<tr>
<td>6</td>
<td>120</td>
<td>120</td>
<td>120</td>
<td>120</td>
<td>120</td>
</tr>
<tr>
<td>7</td>
<td>--</td>
<td>120</td>
<td>120</td>
<td>120</td>
<td>120</td>
</tr>
<tr>
<td>8</td>
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<td>--</td>
<td>120</td>
<td>120</td>
<td>120</td>
</tr>
<tr>
<td></td>
<td>240</td>
<td>360</td>
<td>480</td>
<td>480</td>
<td>480</td>
</tr>
</tbody>
</table>

Central to the school's mission is the belief that all students can succeed in rigorous college prep environments when provided with high expectations, a disciplined commitment to academics, extended time for learning, daily supplemental instruction opportunities, and access to a wide range of enriching learning experiences. In today's society, an excellent college education is required to receive expanded opportunities in an increasingly competitive and global 21st century job market. Therefore, the theme of being college prepared drives all aspects of the school, including naming each of the homeroom classes after an Ivy League school and decorating the bulletin boards in the hallways with admissions information and notable alumni and achievements at each school.

By utilizing the rigorous grade-level expectations articulated in California's Common Core State Standards, as well as by referencing the current California state standards, academic learning at IBA NO. 2 will be driven by the teachers' design and implementation of year long pacing guides that ensure that students have mastered core
standards by the end of the school year. Diverse data drives instruction at every step. Intervention groups are used to ensure that all students are challenged and supported individual learning levels.

Our vision includes the notion that schooling should develop the character and self-esteem of our students. Therefore, we will recognize student achievement and accomplishments at all levels. Academically high achievers will continue to be recognized through our honor roll with their pictures placed on our "Wall of A's" signifying gold (cumulative GPA of 4.0 or higher), silver (cumulative GPA of 3.75 - 3.99) or bronze status (cumulative GPA of 3.5 - 3.74) for each reporting period. Our "Student of the Month" selections for each class will be selected by all of the teachers based not solely on grades, but commitment, dedication and individual accomplishments. In addition, opportunity for individual recognition also exists for perfect attendance, citizenship, and benchmark achievements in ALEKS and Ticket to Read.

In order to meet its mission, IBA NO. 2 intends to teach the academic skills, foster the intellectual habits, and cultivate the character traits needed for our students to thrive in high school, college, and life. Through the success of our students, IBA NO. 2 hopes to serve as a model of excellence and collaborate with others to raise the quality of education in the San Fernando Valley. Ivy Bound Academy schools feature a "no shortcut, no excuses" philosophy and a strong culture of achievement. Our curriculum is designed to provide students a well-rounded education, with sufficient time dedicated to academics, the arts, enrichment, and physical education. IBA NO. 2's educators will be committed to giving students the support and motivation they need to excel in school and beyond.

Ivy Bound Academy is working hard to prove what is possible in public education. By promoting excellence in education, we aim to prove that every child can learn and achieve at the highest levels and can ultimately succeed in college and life. In the long term, we envision that IBA NO. 2 will prove to be a transformative element in the Northridge area of the San Fernando Valley. The primary target of recruitment for IBA NO. 2 will be the 5th and 6th grade students from the low performing schools in the surrounding area who are in Program Improvement. While eight (8) of the nine (9) elementary schools in the immediate area (within 5 miles) are all meeting the statewide API benchmark score of 800; of the eleven (11) schools serving students in the middle school range, ten (10) are in 'program improvement'. Two (2) did not meet the school wide growth target, and six (6) did not meet the growth target set for subgroup student populations. In addition, here are twenty (20) private schools within a 4 mile radius of the IBA NO. 2 site. These schools serve approximately 2,538 students in grades 5-8. It seems that a community exists in which the 'haves' opt for private school after 4th 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 NO. 2 seeks to form interactive partnerships with both public and private high schools to ensure that our program is a bridge to college preparatory course work of the highest level of rigor. IBA NO. 2's goal is to build upon the success of our Sherman Oaks campus and serve the diverse population of students in Northridge and the surrounding cities and communities. We feel that our proven system of technology enhanced learning and supports will benefit this largely underserved community and population of students. IBA NO. 2 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. As the number of IBA NO. 2 graduates grows, we hope that expectations for high academic standards will prevail, and demand will increase for an excellent education for all children.

The chart below demonstrates the dominant ethnicity, socio-economic status, percentage of English language learners, and the academic performance of public and charter middle and elementary schools within 5 miles of our site in the greater Northridge community of the San Fernando Valley.
<table>
<thead>
<tr>
<th>LAUSD Schools</th>
<th>Dist.</th>
<th># of Students</th>
<th>Multi-Track School</th>
<th>Program Improvement</th>
<th>Met Schoolwide Growth Target</th>
<th>Met all Subgroup Growth Target</th>
<th>API Score</th>
<th>API State Ranking</th>
<th>Similar School Rank</th>
<th>% of Students Eligible for Free/Reduced Lunch</th>
<th>% of Special Ed. Students</th>
<th>% of ELL Students</th>
<th>% Major Ethnicity #1</th>
<th>% Major Ethnicity #2</th>
<th>% Major Ethnicity #3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Napa Street ES</td>
<td>1.4</td>
<td>476</td>
<td>NO</td>
<td>YES</td>
<td>NO</td>
<td>NO</td>
<td>799</td>
<td>5</td>
<td>9</td>
<td>100%</td>
<td>17%</td>
<td>53%</td>
<td>92%</td>
<td>5%</td>
<td>2%</td>
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<tr>
<td>Superior Street ES</td>
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<td>YES</td>
<td>921</td>
<td>9</td>
<td>9</td>
<td>44%</td>
<td>12%</td>
<td>10%</td>
<td>42%</td>
<td>36%</td>
<td>10%</td>
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<tr>
<td>Calahan Street ES</td>
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<td>NO</td>
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<td>YES</td>
<td>861</td>
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<td>3</td>
<td>55%</td>
<td>11%</td>
<td>15%</td>
<td>48%</td>
<td>24%</td>
<td>14%</td>
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<td>Topeka Drive ES</td>
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<td>595</td>
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<td>NO</td>
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<td>YES</td>
<td>899</td>
<td>9</td>
<td>1</td>
<td>29%</td>
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<td>13%</td>
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<td>Germain Street ES</td>
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<td>630</td>
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<td>NO</td>
<td>YES</td>
<td>YES</td>
<td>895</td>
<td>7</td>
<td>2</td>
<td>44%</td>
<td>9%</td>
<td>10%</td>
<td>37%</td>
<td>35%</td>
<td>16%</td>
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<tr>
<td>Lorne Street ES</td>
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<td>YES</td>
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<td>NO</td>
<td>830</td>
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<td>4</td>
<td>60%</td>
<td>14%</td>
<td>14%</td>
<td>57%</td>
<td>23%</td>
<td>9%</td>
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<tr>
<td>Chatsworth Park ES</td>
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<td>394</td>
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<td>YES</td>
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<td>859</td>
<td>8</td>
<td>5</td>
<td>46%</td>
<td>11%</td>
<td>9%</td>
<td>38%</td>
<td>35%</td>
<td>13%</td>
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<tr>
<td>Dearborn ES Charter</td>
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<td>YES</td>
<td>NO</td>
<td>843</td>
<td>7</td>
<td>2</td>
<td>46%</td>
<td>15%</td>
<td>10%</td>
<td>49%</td>
<td>37%</td>
<td>7%</td>
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<td>Andasol Ave. ES</td>
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<td>849</td>
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<td>10%</td>
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<td>28%</td>
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<td>Sutter M.S.</td>
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<td>NO</td>
<td>725</td>
<td>4</td>
<td>8</td>
<td>99%</td>
<td>18%</td>
<td>21%</td>
<td>83%</td>
<td>5%</td>
<td>4%</td>
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<tr>
<td>Nobel M.S.</td>
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<td>33%</td>
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<td>Earnest Lawrence M.S.</td>
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<td>1650</td>
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<td>YES</td>
<td>NO</td>
<td>810</td>
<td>6</td>
<td>5</td>
<td>60%</td>
<td>12%</td>
<td>10%</td>
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<tr>
<td>Columbus MS</td>
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<td>NO</td>
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<td>YES</td>
<td>YES</td>
<td>725</td>
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<td>4</td>
<td>100%</td>
<td>15%</td>
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<tr>
<td>Northridge M.S.</td>
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<td>YES</td>
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<td>9</td>
<td>90%</td>
<td>19%</td>
<td>26%</td>
<td>83%</td>
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<tr>
<td>Woodland Hills Academy</td>
<td>4.75</td>
<td>1311</td>
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<td>NO</td>
<td>784</td>
<td>5</td>
<td>2</td>
<td>49%</td>
<td>13%</td>
<td>11%</td>
<td>48%</td>
<td>31%</td>
<td>10%</td>
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<tr>
<td>Holmes M.S.</td>
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<td>YES</td>
<td>YES</td>
<td>845</td>
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<td>8</td>
<td>61%</td>
<td>13%</td>
<td>9%</td>
<td>69%</td>
<td>17%</td>
<td>7%</td>
</tr>
<tr>
<td>CHARTER Schools</td>
<td>Dist.</td>
<td># of Students</td>
<td>Multi-Track School</td>
<td>Program Improvement</td>
<td>Met School wide Growth Target</td>
<td>Met all Subgroup Growth Target</td>
<td>API Score</td>
<td>API State Ranking</td>
<td>Similar School Rank</td>
<td>% Students Eligible for Free/Reduced Lunch</td>
<td>% of Special Ed. Students</td>
<td>% of ELL Students</td>
<td>% Major Ethnicity #1</td>
<td>% Major Ethnicity #2</td>
<td>% Major Ethnicity #3</td>
</tr>
<tr>
<td>------------------------</td>
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<td>Our Community M.S.</td>
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<tr>
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<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>910</td>
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<td>10</td>
<td>29%</td>
<td>11%</td>
<td>4%</td>
<td>67%</td>
<td>22%</td>
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</tbody>
</table>
Ivy Bound 2 in Northridge plans to build on the foundation and program developed at the original Ivy Bound site in Sherman Oaks. Since Ivy Bound Academy Sherman Oaks opened in 2007, we have established a strong record of academic achievement by increasing our API score annually from 873 in 2008 to 910 in 2012. That score ranked us as the highest or second highest performing middle school in LAUSD. In addition, IBA earned the highest state and similar school ranking of 10. We feel that the model and set of best practices that we have created at IBA Sherman Oaks will give us the experience to show similar gains and growth at the new site. Ivy Bound Academy will continue to search for and implement other successful best practices that are used in other high quality public and private schools across the country. IBA makes no excuses based on race, gender, socioeconomic status, or disability. We believe that our proven program and educational vision can be implemented with tremendous success in any community, because we believe that all children can learn equally given the same equal access to the same resource.

### IBA Academic Progress Over 5 Year Period

<table>
<thead>
<tr>
<th>Indicator</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth API Score</td>
<td>873</td>
<td>881</td>
<td>899</td>
<td>905</td>
<td>910</td>
</tr>
<tr>
<td>Statewide Rank</td>
<td>9</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Similar School Rank</td>
<td>*</td>
<td>9</td>
<td>10</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Program Improvement Status</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### Subgroup Breakdown of IBA NO. 2011-12 API Results

---

<table>
<thead>
<tr>
<th></th>
<th>All Students</th>
<th>African American</th>
<th>Hispanic</th>
<th>White</th>
<th>Socioeconomic Disadvantaged</th>
<th>English Language Learners</th>
<th>Students with Disabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>API Score</td>
<td>910</td>
<td>861</td>
<td>900</td>
<td>909</td>
<td>867</td>
<td>848</td>
<td>725</td>
</tr>
</tbody>
</table>
API data shows that for the 2011 – 12 school-year, 5 of the 6 student subgroups are achieving above the performance target of 800. 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. The 2011 – 2012 CST data shows that while not all targeted sub groups have met the AYP criteria, the majority of members of each subgroup (over 50%) are performing at or above proficient. The only subgroup with a majority of members scoring less than proficient is within the Students with Disabilities category for Mathematics. However, compared with data overtime, it shows that all of our students are showing gains as our numbers increase.

<table>
<thead>
<tr>
<th>GROUPS</th>
<th>Valid Scores</th>
<th>Number At or Above Proficient</th>
<th>Percent At or Above Proficient</th>
<th>Met all percent proficient rate criteria?</th>
<th>Met 2012 AYP Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>School wide</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black or African American</td>
<td>11</td>
<td>8</td>
<td>72.7</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>0</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>7</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>Filipino</td>
<td>3</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>54</td>
<td>43</td>
<td>79.6</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Native Hawaiian or Pacific Islander</td>
<td>0</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>140</td>
<td>116</td>
<td>82.9</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Two or More Races</td>
<td>8</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td>69</td>
<td>47</td>
<td>68.1</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>English Learners</td>
<td>48</td>
<td>32</td>
<td>66.7</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>25</td>
<td>14</td>
<td>56.0</td>
<td>--</td>
<td></td>
</tr>
</tbody>
</table>
### School Wide AYP Results Over Time- Percent Proficient Annual Measurable Objectives (AMOs)

<table>
<thead>
<tr>
<th></th>
<th>2009 - 2010</th>
<th>2010 - 2011</th>
<th>2011 - 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td># of Students Tested</td>
<td>215</td>
<td>224</td>
<td>232</td>
</tr>
<tr>
<td>% At or Above Proficient</td>
<td>84.80%</td>
<td>86.20%</td>
<td>82.50%</td>
</tr>
<tr>
<td></td>
<td>72.30%</td>
<td>68%</td>
<td>71.30%</td>
</tr>
<tr>
<td>Target scores ELA</td>
<td>56.80%</td>
<td>67.60%</td>
<td>78.40%</td>
</tr>
<tr>
<td>Target scores MATH</td>
<td>58.00%</td>
<td>68.50%</td>
<td>79.00%</td>
</tr>
</tbody>
</table>

### Percent Proficient - Annual Measurable Objectives (AMOs) by Subgroup

#### African American Students

<table>
<thead>
<tr>
<th></th>
<th>2009 - 2010</th>
<th>2010 - 2011</th>
<th>2011 - 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td># of Students Tested</td>
<td>11</td>
<td>13</td>
<td>11</td>
</tr>
<tr>
<td>% At or Above Proficient</td>
<td>81.80%</td>
<td>91.70%</td>
<td>72.70%</td>
</tr>
<tr>
<td></td>
<td>54.50%</td>
<td>33%</td>
<td>54.50%</td>
</tr>
</tbody>
</table>

#### Hispanic/Latino Students

<table>
<thead>
<tr>
<th></th>
<th>2009 - 2010</th>
<th>2010 - 2011</th>
<th>2011 - 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td># of Students Tested</td>
<td>32</td>
<td>48</td>
<td>58</td>
</tr>
<tr>
<td>% At or Above Proficient</td>
<td>71.90%</td>
<td>76.60%</td>
<td>79.60%</td>
</tr>
<tr>
<td></td>
<td>60.00%</td>
<td>59%</td>
<td>64.80%</td>
</tr>
</tbody>
</table>

#### White Students

<table>
<thead>
<tr>
<th></th>
<th>2009 - 2010</th>
<th>2010 - 2011</th>
<th>2011 - 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td># of Students Tested</td>
<td>131</td>
<td>150</td>
<td>142</td>
</tr>
<tr>
<td>% At or Above Proficient</td>
<td>87.80%</td>
<td>87.80%</td>
<td>82.90%</td>
</tr>
<tr>
<td></td>
<td>76.50%</td>
<td>73%</td>
<td>72.90%</td>
</tr>
</tbody>
</table>

#### Socioeconomically Disadvantaged Students

<table>
<thead>
<tr>
<th></th>
<th>2009 - 2010</th>
<th>2010 - 2011</th>
<th>2011 - 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td># of Students Tested</td>
<td>36</td>
<td>65</td>
<td>73</td>
</tr>
</tbody>
</table>
% At or Above Proficient | 72.20% | 74.20% | 68.10% | ELA
| 59.00% | 61% | 59.40% | MATH

| # of English Learner students | 8 | 33 | 52 |
| % At or Above Proficient | - | 64.50% | 66.70% | ELA |
| - | 77% | 54.20% | MATH |

| # of Students with Disabilities | 12 | 25 | 25 |
| % At or Above Proficient | 75.00% | 73.90% | 56.00% | ELA |
| 31.20% | 56% | 32.00% | MATH |

* data taken from LAUSD/CDE CST data

It is our hope that we continue to show these gains and growth in targeted sub-group areas as we expand. IBA believes that success in school must be measured for the individual as well as by using state accepted standards reflecting benchmark achievements. Personal success is measured, at least in part, on individual growth from the learner’s starting point—whatever that might be. We have found this to be a best practice for our school as it helps to inspire students to push themselves academically and dedicate themselves to their classroom studies and with out of the classroom study aids such as ALEKS, Ticket to Read, AM Assistance and Khan Academy. The addition of these technological supports allows our teachers the ability to assess a student’s progress and growth in a number of ways that give a clearer picture of their effort, gains and abilities than relying on the standard test results alone. By ensuring access to the curriculum for each student and not assuming that they are learning and understanding what is being taught, we have seen the positive side effects of increased student participation, increased student self-esteem and development of leadership skills in students who previously lacked the confidence to participate in the classroom.

IBA schools are open enrollment public schools. Students choose to attend IBA because of the safe and challenging environment that provides them with every educational opportunity and puts them on the path to and through college. IBA schools offer supplemental school hours from 7am on Mondays through Thursdays as well as making technology supports available to our students at home on the weekends and school breaks to allow them to work on strengthening their academic core, closing the achievement gap and preparing for grade level learning. This extended time and extra effort provides more time for high impact teaching and learning. The instruction is intended to meet students where they are and to then maximize the proven effects of data-driven instruction, differentiation, and personal relationships to help move children who often enter below proficiency standards to proficient and advanced levels for their grade. The success of our existing school and students shows what is possible given the academic supports and rigorous instruction provided in our program.
IBA will achieve its mission and vision, by following these five principles:

1. **HIGH EXPECTATIONS:** IBA has established a culture of excellence in which clear, rigorous goals are set for both academic achievement and student conduct. IBA has clearly defined and measurable high expectations for academics and behavior as outlined in the student handbook under classroom rules and student pledge. All students are expected to enter the school each day prepared to work hard and to show respect for themselves, each other, the staff and the school. In addition, IBA staff are hired after a thorough process in which they demonstrate that they believe in students and possess the drive and determination to do whatever is necessary to support student achievement and to be seen as a hardworking, successful role model for our students. Each day, students will be engaged in the idea of being "college bound." This is accomplished by naming each of the classrooms after an Ivy League university and having the school represented in the classroom. In addition, each classroom is also assigned a hallway bulletin board where admission requirements, main fields of study, careers, and famous alumni are noted for each university. The university "teams" are also used to identify the student teams at IBA events. The belief is that the more our students are exposed to the idea of a higher, ivy league education the more likely that it will become a reality, or goal, for them.

2. **CHOICE AND COMMITMENT:** Students, their parents, and the faculty of IBA choose to participate in the program. No student is required to attend IBA, nor is any employee required to work at the school. After gaining a thorough understanding of the expectations and goals of the school through the enrollment paperwork, student handbook, back to school mixer and night, and classroom syllabi parents and students are asked to sign acknowledgment letters that show their support and understanding of our school rules and expectations. It is essential that all students, parents and staff understand their role, the importance of clear communication and how the extra time and the rigorous program are essential for student success.

3. **MORE TIME:** IBA knows there are no shortcuts when it comes to helping educationally underserved students, and all students, succeed academically. A supplemented school day means more time for students to acquire the academic knowledge and skills to prepare them for high school and college. The longer school day allows time to teach subjects such as science, social studies, art, computers, and supplemental math classes in addition to focusing on English language arts and grade level mathematics classes. Since students learn at different developmental levels, the extended school day and technological supports allows staff to offer intervention for those students that need support and to accelerate those students that are advancing at a faster pace. While the official school day, Monday through Thursday from 8am to 3:30pm, and the shortened Friday schedule from 8am to 12:50pm, will meet or exceed the required instructional minutes, IBA NO. 2 will offer intervention classes from 7am - 7:45am each morning Monday - Thursday in order to better prepare students. In addition, teachers arrange supplemental instruction classes each week after school to review topics taught and IBA NO. 2 will offer after school care, homework help and ALEKS assistance Monday through Thursday until 5:30pm.

4. **POWER TO LEAD:** IBA is led by effective academic and organizational leaders who understand that great schools require great school leaders. They have control over their school budgets and personnel. They are free to make purchases or staffing changes, allowing them maximum effectiveness in helping students learn. With the power to lead, the School Leader will be able to make decisions based solely upon what is best for IBA NO. 2 students.

5. **FOCUS ON RESULTS:** since the focus of education at IBA NO. 2 is to achieve strong, standards based mastery of grade level content, IBA NO. 2 will constantly focus on assessments and filling any achievement gaps that may exist from prior year learning lapses. Therefore, new students will take beginning of the year assessments to determine their current performance levels. IBA NO. 2 will consistently monitor all students'
mastery of the California content standards and Common Core standards through informal assessments such as observations and more formally through standards assessments. Systems of accountability are in place to monitor progress such as tests, quizzes and projects. In addition, all students will complete two blueprint assessment exams through OARS (On-line Assessment Reporting System). Blueprint assessments are aligned to the California Department of Education Blueprints for the California Standards Test and the rigor of the assessment items is comparable to those of the actual CST exams. The benefits of Blueprint data analysis include:

A. identifying which standard(s) students are struggling with in relation to their CST weights. This can be used at grade level, classroom, or individual student levels.

B. identifying why students are missing particular items or making certain errors so re-teaching can be focused on errors that students are making.

C. identifying which students are making similar errors so Intervention Groups can be established.

D. builds testing endurance and stamina while exposing students to similar academic vocabulary used on the CST tests.

Using the results from the Blueprint assessments allows teachers, parents, and students to change what the actual results on upcoming CST tests can be. CST results, report cards, discipline situations, and classroom management will be reviewed in an end of the year meeting. Over the summer, staff will work together to implement new techniques and goals to strengthen weak areas and improve or minimize discipline issues to increase student growth and reinforce IBA’s mission, vision and values.

As a public school, IBA No. 2 will be tuition free and will admit any student regardless of ethnic, socioeconomic or religious background. IBA NO. 2 will work in tandem with parents, community members, and the Los Angeles Unified school District to realize the mission of the school. IBA NO. 2 will not wait for motivated students and families to come to the school; rather, the staff will go door to door to homes in the community, visit parks, recreation centers, libraries, churches, grocery stores, community and sporting events to actively seek out parents who might not otherwise be aware of this opportunity. In addition, IBA NO. 2 will embark on a mailing campaign to send school flyers to families in the neighborhood surrounding the school containing meeting and tour dates regarding enrollment at the school. Below is data identifying the demographic information for the targeted community in the neighborhood surrounding the school:
### Racial Identity (Ethnicity) for Northridge, CA. Census 2000

<table>
<thead>
<tr>
<th>Race</th>
<th>No. of Persons</th>
<th>% of Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>9,410</td>
<td>15.01%</td>
</tr>
<tr>
<td>Black</td>
<td>3,233</td>
<td>5.16%</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>15,271</td>
<td>24.36%</td>
</tr>
<tr>
<td>White</td>
<td>32,340</td>
<td>51.60%</td>
</tr>
<tr>
<td>Multi Racial</td>
<td>2,025</td>
<td>3.23%</td>
</tr>
<tr>
<td>Other Race</td>
<td>402</td>
<td>0.64%</td>
</tr>
</tbody>
</table>

### Statistical Data for Northridge, CA. from City-Data.com, 2009

<table>
<thead>
<tr>
<th>Category</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Median Household Income</td>
<td>$64,461.00</td>
</tr>
<tr>
<td>Percentage of people 3 years and older in K-12 Schools</td>
<td>16.10%</td>
</tr>
<tr>
<td>Percentage of students enrolled in K-12 Private Schools</td>
<td>31.80%</td>
</tr>
<tr>
<td>Percentage of foreign born residents</td>
<td>26.30%</td>
</tr>
<tr>
<td>Percentage of people that do not speak English</td>
<td>5.80%</td>
</tr>
</tbody>
</table>

### Statistical Data for Northridge, CA. from CLRsearch.com

<table>
<thead>
<tr>
<th>Category</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of households with children under age 18</td>
<td>43.60%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Education level of adults age 25 or older</th>
<th>No. of Persons</th>
<th>% of Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did not complete High School</td>
<td>1,218</td>
<td>5.32%</td>
</tr>
<tr>
<td>Completed High School</td>
<td>3,268</td>
<td>14.28%</td>
</tr>
<tr>
<td>Some College</td>
<td>4,359</td>
<td>19.05%</td>
</tr>
<tr>
<td>Completed Associated Degree</td>
<td>1,705</td>
<td>7.45%</td>
</tr>
<tr>
<td>Completed Bachelors Degree</td>
<td>8,012</td>
<td>35.02%</td>
</tr>
<tr>
<td>Completed Graduate Degree</td>
<td>4,316</td>
<td>18.87%</td>
</tr>
</tbody>
</table>
A TYPICAL DAY AT IVY BOUND ACADEMY No. 2

A visitor to our school will see our teachers …

• Flipping through the multiple white board screens 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
  o a periodic table.
  o the picture of a pro- or eukaryotic cell.
  o an atom with its protons, neutrons, and electrons, and their proximity to each other.
  o 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 GradeCam at opening or close of lesson to quickly administer an assessment to identify gaps in student knowledge that require re-teaching before moving on to new concepts.
• 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 an iPad, or their desk computer, can monitor or control student screens 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. Use SharePoint to upload class discussions, assignments and rubrics for students to refer back to when studying for tests or to allow absent students to stay up to date on class work and homework.

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 introduces, 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>Does everyone have their homework? _______ Pts.</td>
<td>Has everyone met ALL class rules? _______ Pts.</td>
</tr>
<tr>
<td>Did everyone do the class warm up? _______ Pts.</td>
<td>Does everyone understand the class warm up? _______ Pts.</td>
</tr>
<tr>
<td>Who has contributed the most to the group today? ___________________________</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 allows their peers (students in their group) to help keep all members on task and will let them know when they fail to do their job. Students will listen to their peers better than to an adult, who they usually feel holds them to a higher standard and doesn't understand them. This group work teaches work place skills such as collaboration, review, teamwork, and thinking outside of the box.

**IBA 2 WILL PREPARE AN EDUCATED CITIZENRY FOR THE 21st CENTURY**

Implementing the highest quality instructional program is paramount to IBA's track record of success. As part of our mission to first adopt and then meet and exceed the standards (STATE and COMMON CORE) using high quality instruction based on these standards with an emphasis on character and academic skills will allow us to meet the school's mission of preparing and graduating students for success in high school, college and in life.
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.
- Critical thinking, problem solving and decision making skills.
- Ability to work effectively in a group, possess strong communication and collaboration skills.
- Skill in written, oral, and creative self-expression and innovation
- 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.

TRANSITION TO COMMON CORE

IBA NO. 2 will individually, successfully, and fully implement the California Common Core Standards for the 2014 - 2015 school year. IBA recognizes the delicate balance between the present California State standards and accountability measures and the implementation of the newly adopted Common Core Standards and the positive impact and potential challenges it will have on our school. The school is creating a long term plan and timeline for incorporation of Common Core over time, including:

- implementing Common Core standards to drive instruction.
- incorporating performance tasks to assess Common Core standards in summative assessments.
- criteria for success at each stage of timeline.
- teacher/instructional support needs identified and resources matched.
- technology readiness plan

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*
• 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.sbecc.k12.ca.us/~ims/techcen/EETT/ImpactofET.pdf](http://www.sbecc.k12.ca.us/~ims/techcen/EETT/ImpactofET.pdf)).**

High quality instruction is a result of proper planning and varied instructional techniques and methods that are relevant to students. Ivy Bound has correlated its curriculum objectives to the state content standards adopted by the California State Board of Education and is in the process of transitioning the curriculum to align with the Common Core state standards. Incoming student needs and performance levels will determine the weight that teachers place on different elements of the curriculum.

Since our inception, we have required all staff to commit a portion of their summer to re-planning and pacing for the following school year based on their last school years results. Over each summer break, the teachers will develop their pacing calendars, unit plans and scope and sequences based on information gathered and notes taken during the prior school year. Sharing their long term plans will ensure that maximum alignment exists both within content areas and across grade levels. Students also process material in a variety of ways; therefore, teachers continuously work together throughout the year to enhance student learning by sharing, developing, and refining effective teaching strategies. The advantage of having more time for learning means that multiple instructional techniques can be combined and integrated throughout the school day. Students whose needs have not been met through traditional teaching methods benefit from supplemental, direct instruction, small group
work, call and response, hands on learning, role playing, individualized instruction, cooperative learning, peer tutoring, computer assisted learning, and other innovative techniques.

Ivy Bound Academy embraces innovation as essential for ensuring the high caliber 21st century education promised to every IBA student and family. Innovation permeates teaching, learning, thinking, and planning throughout the school. The school will create opportunities and experiences for students to collaborate with one another using a variety of tools and methods for collaboration and to learn to solve problems that may not even exist yet. Teachers will identify opportunities to leverage technology to differentiate instruction and to create assessment and feedback loops that instantly provide precise data to staff and feedback to students.

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/Common Core 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.
DESCRIPTION OF THE LEARNING SETTING

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*146 + 240*35) are 60,960. Detailed accounting for these minutes can be found below.

Academic Calendar

Each year Ivy Bound Academy will set its school calendar to coincide with LAUSD's Single Track Instructional Calendar whenever possible.

<table>
<thead>
<tr>
<th>2013 - 2014 Academic Calendar (single track)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summer Professional Development</strong></td>
</tr>
<tr>
<td>First Day of Instruction (R1/S1 Begins)</td>
</tr>
<tr>
<td>Labor Day Break - No School</td>
</tr>
<tr>
<td>Pupil Free Day - No School</td>
</tr>
<tr>
<td>R1 Ends</td>
</tr>
<tr>
<td>R2 Begins</td>
</tr>
<tr>
<td>Veteran's Day Holiday- No School</td>
</tr>
<tr>
<td>Thanksgiving Break</td>
</tr>
<tr>
<td>School Returns</td>
</tr>
<tr>
<td>School Returns</td>
</tr>
<tr>
<td>R2 &amp; Semester 1 End</td>
</tr>
<tr>
<td>MLK, Jr Day Holiday- No School</td>
</tr>
<tr>
<td>R3 &amp; Semester 2 Begin</td>
</tr>
<tr>
<td>President's Day Holiday - No School</td>
</tr>
<tr>
<td>R3 Ends</td>
</tr>
<tr>
<td>Cesar Chavez Day Holiday - No School</td>
</tr>
<tr>
<td>R4 Begins</td>
</tr>
<tr>
<td>Spring Recess</td>
</tr>
</tbody>
</table>
Daily Schedule

More time in the school day is central to the success of Ivy Bound schools. 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.

Student Bell Schedule

<table>
<thead>
<tr>
<th>Daily Schedule (Mon - Thurs)</th>
<th>Bank Fridays</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework Club</td>
<td>*There is no Homework Club on Fridays</td>
</tr>
<tr>
<td>7:00 am - 7:45 am</td>
<td></td>
</tr>
<tr>
<td>1st period</td>
<td>1st period</td>
</tr>
<tr>
<td>8:00 am - 8:45 am</td>
<td>8:00 am - 8:30 am</td>
</tr>
<tr>
<td>2nd period</td>
<td>2nd period</td>
</tr>
<tr>
<td>8:48 am - 9:33 am</td>
<td>8:33 am - 9:03 am</td>
</tr>
<tr>
<td>Homeroom</td>
<td>Homeroom</td>
</tr>
<tr>
<td>9:36 am - 9:57 am</td>
<td>9:06 am - 9:21 am</td>
</tr>
<tr>
<td>Snack</td>
<td>3rd period</td>
</tr>
<tr>
<td>9:57 am - 10:12 am</td>
<td>9:21 am - 9:51 am</td>
</tr>
<tr>
<td>3rd period</td>
<td>Snack</td>
</tr>
<tr>
<td>10:15 am - 11:00 am</td>
<td>9:51 am - 10:05 am</td>
</tr>
<tr>
<td>4th period</td>
<td>4th period</td>
</tr>
<tr>
<td>11:03 am - 11:48 am</td>
<td>10:08 am - 10:38 am</td>
</tr>
<tr>
<td>5th period</td>
<td>5th period</td>
</tr>
<tr>
<td>11:51 am - 12:36 pm</td>
<td>10:41 am - 11:11 am</td>
</tr>
<tr>
<td>Lunch</td>
<td>6th period</td>
</tr>
<tr>
<td>12:36 pm - 1:06 pm</td>
<td>11:14 am - 11:44 am</td>
</tr>
<tr>
<td>6th period</td>
<td>7th period</td>
</tr>
<tr>
<td>1:09 pm - 1:54 pm</td>
<td>11:47 am - 12:17 pm</td>
</tr>
<tr>
<td>7th period</td>
<td>8th period</td>
</tr>
<tr>
<td>1:57 pm - 2:42 pm</td>
<td>12:20 pm - 12:50 pm</td>
</tr>
<tr>
<td>8th period</td>
<td>**all students must be off-campus by 1pm</td>
</tr>
<tr>
<td>2:45 pm - 3:30 pm</td>
<td></td>
</tr>
</tbody>
</table>
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 was 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. Now that we have been a successful charter school in operation for the last five years with its first renewal, we can see that we were correct in our assumption. We bring this experience in to developing our new school.

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
- 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 No. 2 (2013-2014 School-Year)

<table>
<thead>
<tr>
<th>Period</th>
<th>Class Length</th>
<th>Time</th>
<th>5A</th>
<th>5B</th>
<th>5C</th>
<th>5D</th>
<th>6A</th>
<th>6B</th>
<th>6C</th>
<th>6D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework Assistance</td>
<td>45 min</td>
<td>7:00 - 7:45</td>
<td>Homework assistance is offered at no cost to those families whose student is receiving a grade of &quot;D&quot; or &quot;F&quot; in the core curriculum (Math, English, SOCIAL STUDIES and/or Science). We will offer after school care for a fee.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1st</td>
<td>45 min</td>
<td>8:00-8:45</td>
<td>English</td>
<td>P.E.</td>
<td>Science</td>
<td>Math Lab</td>
<td>Computers</td>
<td>Social Studies</td>
<td>Art</td>
<td>Mathematics</td>
</tr>
<tr>
<td>2nd</td>
<td>45 min</td>
<td>8:48-9:33</td>
<td>Mathematics</td>
<td>English</td>
<td>P.E.</td>
<td>Science</td>
<td>Math Lab</td>
<td>Computers</td>
<td>Social Studies</td>
<td>Art</td>
</tr>
<tr>
<td>Homeroom</td>
<td>15 min</td>
<td>9:36-9:51</td>
<td>Art</td>
<td>Mathematics</td>
<td>English</td>
<td>P.E.</td>
<td>Science</td>
<td>Math Lab</td>
<td>Computers</td>
<td>Social Studies</td>
</tr>
<tr>
<td>Snack</td>
<td>15 min</td>
<td>9:52-10:07</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3rd</td>
<td>45 min</td>
<td>10:10-10:55</td>
<td>Art</td>
<td>Mathematics</td>
<td>English</td>
<td>P.E.</td>
<td>Science</td>
<td>Math Lab</td>
<td>Computers</td>
<td>Social Studies</td>
</tr>
<tr>
<td>5th</td>
<td>45 min</td>
<td>11:46-12:31</td>
<td>Computers</td>
<td>Social Studies</td>
<td>Art</td>
<td>Mathematics</td>
<td>English</td>
<td>P.E.</td>
<td>Science</td>
<td>Math Lab</td>
</tr>
<tr>
<td>LUNCH</td>
<td>35 min</td>
<td>12:31-1:06</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6th</td>
<td>45 min</td>
<td>1:10-1:55</td>
<td>Math Lab</td>
<td>Computers</td>
<td>Social Studies</td>
<td>Art</td>
<td>Mathematics</td>
<td>English</td>
<td>P.E.</td>
<td>Science</td>
</tr>
<tr>
<td>7th</td>
<td>45 min</td>
<td>1:58-2:43</td>
<td>Science</td>
<td>Math Lab</td>
<td>Computers</td>
<td>Social Studies</td>
<td>Art</td>
<td>Mathematics</td>
<td>English</td>
<td>P.E.</td>
</tr>
<tr>
<td>8th</td>
<td>45 min</td>
<td>2:46-3:31</td>
<td>P.E.</td>
<td>Science</td>
<td>Math Lab</td>
<td>Computers</td>
<td>Social Studies</td>
<td>Art</td>
<td>Mathematics</td>
<td>English</td>
</tr>
<tr>
<td>After School Enrichment</td>
<td>75 min</td>
<td>3:45-5:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

After School Clubs and Activities
# Ivy Bound Academy No. 2 Friday Schedule (2013-2014 School-Year)

<table>
<thead>
<tr>
<th>Period</th>
<th>Class Length</th>
<th>Time</th>
<th>5A</th>
<th>5B</th>
<th>5C</th>
<th>5D</th>
<th>6A</th>
<th>6B</th>
<th>6C</th>
<th>6D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework Assistance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1st</td>
<td>30 min</td>
<td>8:00-8:30</td>
<td>English</td>
<td>P.E.</td>
<td>Science</td>
<td>Math Lab</td>
<td>Computers</td>
<td>Social Studies</td>
<td>Art</td>
<td>Mathematics</td>
</tr>
<tr>
<td>2nd</td>
<td>30 min</td>
<td>8:33-9:03</td>
<td>Mathematics</td>
<td>English</td>
<td>P.E.</td>
<td>Science</td>
<td>Math Lab</td>
<td>Computers</td>
<td>Social Studies</td>
<td>Art</td>
</tr>
<tr>
<td>Homeroom</td>
<td>15 min</td>
<td>9:06-9:21</td>
<td>Art</td>
<td>Mathematics</td>
<td>English</td>
<td>P.E.</td>
<td>Science</td>
<td>Math Lab</td>
<td>Computers</td>
<td>Social Studies</td>
</tr>
<tr>
<td>3rd</td>
<td>30 min</td>
<td>9:21-9:51</td>
<td>Art</td>
<td>Mathematics</td>
<td>English</td>
<td>P.E.</td>
<td>Science</td>
<td>Math Lab</td>
<td>Computers</td>
<td>Social Studies</td>
</tr>
<tr>
<td>Snack</td>
<td>15 min</td>
<td>9:52-10:05</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4th</td>
<td>30 min</td>
<td>10:08-10:38</td>
<td>Social Studies</td>
<td>Art</td>
<td>Mathematics</td>
<td>English</td>
<td>P.E.</td>
<td>Science</td>
<td>Math Lab</td>
<td>Computers</td>
</tr>
<tr>
<td>5th</td>
<td>30 min</td>
<td>10:41-11:11</td>
<td>Computers</td>
<td>Social Studies</td>
<td>Art</td>
<td>Mathematics</td>
<td>English</td>
<td>P.E.</td>
<td>Science</td>
<td>Math Lab</td>
</tr>
<tr>
<td>6th</td>
<td>30 min</td>
<td>11:14-11:44</td>
<td>Math Lab</td>
<td>Computers</td>
<td>Social Studies</td>
<td>Art</td>
<td>Mathematics</td>
<td>English</td>
<td>P.E.</td>
<td>Science</td>
</tr>
<tr>
<td>7th</td>
<td>30 min</td>
<td>11:47-12:17</td>
<td>Science</td>
<td>Math Lab</td>
<td>Computers</td>
<td>Social Studies</td>
<td>Art</td>
<td>Mathematics</td>
<td>English</td>
<td>P.E.</td>
</tr>
<tr>
<td>8th</td>
<td>30 min</td>
<td>12:20-12:50</td>
<td>P.E.</td>
<td>Science</td>
<td>Math Lab</td>
<td>Computers</td>
<td>Social Studies</td>
<td>Art</td>
<td>Mathematics</td>
<td>English</td>
</tr>
<tr>
<td>After School Enrichment</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Homework assistance is not offered on Fridays.

Snack for all students

After school clubs and activities are not offered on Fridays.
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
2. The presentation of clearly defined "Learning Targets" for all students by all teachers
3. Technology-based interactive instruction and visual learning experiences
4. Data driven instruction
5. Project-based learning:
   - Cooperative group work and projects
   - Inter-disciplinary approaches to curriculum
   - Rubric self-assessment

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.

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

- **Stage 1: Unpacking and Prioritizing State Content Standards**
  Teachers and administrators will apply specific tools necessary to “unpack” and prioritize content standards. This is a necessary prerequisite step to effectively designing assessments that are aligned to standards. Specifically, teachers will:
    - Understand the three steps of the backward design process (identifying desired results, designing and aligning assessments to those results, differentiating instruction to meet the needs of all learners).
Apply a concrete process for analyzing standards which helps teachers internalize the standards as well as determine the following information:

- Level of thinking (based on Bloom's Taxonomy) required by students to reach mastery of the standard (this will be tied to creating assessments)
- Percentage of questions from the STAR exam (CST & CAT 6) that relate to each strand of the standards (this will be tied to creating assessments)
- Identification of standards that will serve as “anchors” upon which units can be based. Other standards are tied to these “anchor” standards within each unit designed by teachers (this will be tied to creating assessments for units as well as individual lessons within the unit).

Teachers in each of the content areas, including Physical Education and 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.  
|                | a. 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. | Bloom's:  
|                | 5  
|                | 5  
|                | 4  

| 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.) |

<table>
<thead>
<tr>
<th>Related P2/P3 (discreet knowledge and skills)</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?  
• Outline characters' actions for their own fictional narrative (build on storyboard). | • 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 |
| WA 1.1 Create multiple-paragraph narrative compositions:a. Establish and develop a situation or plot.b. Describe the setting.c. Present an ending. | 3 | • Write complete paragraphs (1 each) about 3 people you know.  
• Detailed written description of a location with illustration.  
• 1st draft of story with 3 different endings. | • Hamburger paragraphing (bun, meat, fixings)  
• Shared writing adding setting details  
• Say it-draw it (student reads setting while other student draws the picture in their head) | 5 periods |
| WA 1.1 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression. | 3 | • Read five sentences from the *Class President* selection fluently and with expression.  
• Read excerpt of own story fluently and with expression. | • Compare and contrast listening activity (read flat then with expression)  
• Self-recording at listening station  
• Peer-to-peer practice with feedback | 1 period |
<table>
<thead>
<tr>
<th>Date</th>
<th>Objectives</th>
<th>Do Now</th>
<th>Assessments/Activities</th>
<th>Homework</th>
</tr>
</thead>
</table>
|      | LS 1.6 Engage the audience with appropriate verbal cues, facial expressions, and gestures. | 3 | • Improvisation in character, using characters from *Class President*.  
• Mime rendition of own story. | 1 period |
|      | WS 1.5 Use a thesaurus to identify alternative word choices and meanings. | 1 | • Use a thesaurus to change at least 5 words in the narrative, using more descriptive synonyms to bring characters to life. | 1 period |
|      | | | • Mini acting class – using facial expressions  
• Improvisation games – quick response, one sentence, etc. | |
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.
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.
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 provides 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, research academic projects, and examine career aspirations. For example, students in an eighth grade history course use the internet to research a historical court decision, use 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 computer-based instruction (http://www.ncrel.org/sdrs/areas/issues/methods/tehnlgy/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
- 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.

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
• Externally 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

(SMART Technologies, 2004)

**GRADE CAM:**
The GradeCam is a technological innovation in every classroom. It enables teachers of all subjects to efficiently gauge student understanding. Teachers can use it to gauge student understanding of a lesson by giving 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.

**ALEKS:**

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.

**Three Computer Labs:**

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)

**Technology Based-Data Driven Instruction:**

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 OARS assessments, tests and worksheets, 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.

Countless research studies nationwide attest to the efficacy of data driven instruction, when data is triangulated, recent and regular.\(^1\) IBA’s infrastructure of almost daily updates of student achievement data result in our school 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 other standardized testing information into the SIS, Power School. In addition, Blueprint assessments, teacher created test items, as well as individualized student worksheets on targeted weak areas, are uploaded into the OARS system to identify trends and track individual, class, and school-wide academic progress. The school uses OARS and Power School to create a variety of reports on student achievement, including disaggregated data by content strand, student subgroup, grade-level, and classroom.

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, 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 the many data points available 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

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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.

**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 nonthreatening opportunity for the second language learner to listen to other children's discourse and, once confident, to contribute to the conversation (Amaral et al., 2002; Echevarria et al., 2004). Research also indicates that the use of projects for the education of children living in poverty (1) increases their motivation for learning academic skills and the opportunity to meaningfully practice these skills, (2) helps children see themselves "as learners and problem solvers" and develops their self-esteem, (3) strengthens positive relationships between teachers and families, and (4) helps families become aware of resources available in their communities (Helm and Lang, 2003).

**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 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.

**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 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>
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<tr>
<td>7</td>
<td>English</td>
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<td>Prentice Hall</td>
<td>Copper Level (CA Edition)</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>Timeless Voices, Timeless Themes</td>
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<tr>
<td>6</td>
<td>Math</td>
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<td>McDougal Littell</td>
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<td>The American Journey: Discovering Our Past to World War I</td>
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</table>

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 6A.

**PROCESS FOR SELECTING CURRICULUM, MATERIALS, INSTRUCTIONAL ACTIVITIES**

IBA NO. 2 will incorporate standards based on-line learning programs to supplement instruction in core subjects. Through rigorous and engaging online content such as (but not limited to) Khan Academy, ALEKS, QUIA and Ticket to Read, students are able to access individualized instruction at their level to practice what they have learned in class and strengthen their 21st century computer literacy skills. Student progress on online content will be monitored through the individual online programs' websites.

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.

ENGLISH LANGUAGE ARTS

The ELA program provides a challenging and rewarding curriculum that is literature based, culturally diverse and intellectually stimulating. A significant emphasis is placed on developing reading and writing skills. Students work collaboratively to guide each other's understanding of a variety of texts, including novels. Although individual teachers define and hone their long term plans throughout the school year, the fundamental elements of reading comprehension, writing, listening, and speaking are all covered in each English Language Arts classroom. Students learn the fundamentals of grammar, the writing process, public speaking, note taking, and learn to identify social and cultural influences and differences in writing. Students work together to revise, edit, and present papers and other presentations.

Throughout the year, students focus on different genres of writing. Within the genre units, the teachers teach the students the following writing concepts:
  o IDEAS: the main message
  o ORGANIZATION: the internal structure of the piece
  o VOICE: the personal tone and flavor of the author's message
  o WORD CHOICE: the vocabulary a writer chooses to convey meaning
  o SENTENCE FLUENCY: the rhythm and flow of the language
  o CONVENTIONS: the mechanical correctness
  o PRESENTATION: how the writing actually looks on the page.

Literacy is a focus in all subjects. Through teacher collaboration, reading and writing strategies will be reinforced across all of the disciplines. Reading skills will be used in reading science textbooks and materials; in social studies textbooks, primary sources, and materials; and in math textbooks and word problems. Writing will be stressed in various types of reports, science labs, and explanation of math processes. This cross-curricular approach gives students the opportunity to understand that the skills of reading and writing are not limited to English 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.

MATHEMATICS

The Math curriculum is designed to ensure that every student gain a strong understanding of all math strands, the ability to perform accurate computations, and the application of problem solving skills at rigorous levels. IBA believes that these strands are best taught through a combination of direct instruction of basic skills, hands on activities to provide a deeper understanding of math concepts by relating them to to real world situations and experiences, and differentiated instruction based on students' needs.

Students will benefit from the daily classroom instruction that balances direct instruction with cooperative learning opportunities. The math program draws from a variety of resources, including textbooks, critical
thinking activities, and math manipulatives. In each grade level, students learn the fundamentals of each math strand, which include number sense, algebra and functions, measurement and geometry, statistics, data analysis, probability, and mathematical reasoning.

In order to address the individual needs of students, accelerating those who are ahead and meeting the needs of those who are behind, IBA supplements math instruction with critical thinking and problem solving strategies. These strategies assist in developing a deeper understanding of math concepts and higher order thinking skills. Math skills are utilized and reinforced in various content areas. For example, math skills are reinforced in science when students study volume and mass. Reinforcing the math standards across the disciplines provides students with the opportunity to understand that math skills are not limited to math class. Ultimately, IBA believes that for students to be successful in high school and college, they need a strong foundation in mathematics. To that end, the school uses the ALEKS (Assessment and Learning in Knowledge Spaces) program to strengthen each student’s core knowledge in math. This computer based program assess student knowledge from day one to the end of the school year. Students are able to work above grade level to motivate accelerated students. And, students are able to drop down to actual content mastery and build their foundation. Students work on ALEKS in the supplemental classroom as part of the daily schedule, at home and over breaks.

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 Littell 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.

SOCIAL STUDIES

In order to become agents of change who will positively impact the community, developing a strong sense of history and social, economic, and political trends over time is essential. The students develop their historical and social sciences analysis skills through developing the following intellectual, reasoning, reflection, and research skills: chronological and spatial thinking, research, evidence, point of view, and historical interpretation.

In accordance with the California State Content Standards for History and Social Sciences, the curriculum for 5th through 8th grade will be based on the following themes:

- **5th grade:** United States and Geography: The Making of a Nation
- **6th grade:** World History and Geography: Ancient World- Ancient Civilizations
- **7th grade:** World History and Geography: Medieval History
- **8th grade:** United States History and Geography: Growth and Conflict

SCIENCE

Establishing a strong foundation in science enables students to critically observe their surroundings and develop critical thinking and analytical skills. Science instruction utilizes a textbook based approach in combination with exploration through investigations, experiments, and viewing media clips that bring certain topics to life for the students. A broad history of science spans the entire curriculum, as does skills development, a study of the impact of humans on the environment, and a reinforcement of math and technology skills.

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2 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 CoordinatorDaniel J. Robertson, Ph.D., Senior Research Analyst, Wendy Sanborn, Ph.D., Senior Researcher, EndVision Research & Evaluation, LLC
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..."\(^3\)

**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)

**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)

\(^3\) 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.
• 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:
  o Copyright (e.g., sheet music, prerecorded music, print, video, images)
  o Password security
  o Privacy (e.g., student files on a network, floppy disk and hard drive)
  o 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 and to develop the whole child and build upon the innate talents of students. 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 6A.

**PHYSICAL EDUCATION**

PE classes will develop the students' motor skills while promoting good health habits that will have a significant effect on students' overall well being. In addition, students will develop sportsmanship and teamwork skills.

**TEACHER RECRUITMENT AND PROFESSIONAL DEVELOPMENT**

**Faculty/Staff**

The school will employ 10 teachers to serve grades 5 - 8. All core content teachers have a California multiple subject credential and/or a single subject credential corresponding to the subject they teach.

IBA adheres to all requirements outlined by No Child Left Behind (NCLB) as described below. 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

No Child Left Behind

As required under the No Child Left Behind act, 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.

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 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-Align, 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 |
| Differentiation             | • Strategies and best practices  
• Multicultural awareness  
• SDAIE  
• Identification/SST  
• Intervention programs PD |
| 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 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.

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.

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. 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,

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4 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.
the instructional program is designed to promote language acquisition, oral language development and enriched language opportunities for all students.

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

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).

On an annual basis (on or about October 1st), IBA shall submit a certification and updated version of IBA's EL Master Plan to the District. IBA's EL Master Plan includes:
- how IBA will identify a student's EL needs
- what services will be offered
- how, where, and by whom the services will be provided
- how the program for ELs is evaluated each year and how the results of this assessment will be used to improve the services offered (annual report)

IBA will provide to Charter Schools Division a copy of its entire, current EL Master Plan upon request such as during the annual oversight review process.

*Please see Appendix 6J for current English Learner Master Plan manual*

IBA will administer the CELDT test annually to all ELs and students identified as possible ELs due to answers on the home language survey. IBA will also ensure that it will provide outreach services and inform parents
with limited English proficiency with important information regarding school matters and re-classification requirements to the same extent as other parents.

Beyond using the CELDT to monitor students' English Language development, IBA staff will review report cards, sample writing assignments and obtain teacher input regarding student performance for quarterly reports into every English Learners student progress folder. In addition, every English Learner will be offered the Ticket to Read program with parental consent. This system supports English Language growth and development and helps close the achievement gap for ELs. It also provides another layer of data to show academic growth and gains over time. Parents must agree to terms of use when enrolling their child to ensure that the program is being used at home outside of school hours. Progress and usage is monitored at school and parents are updated weekly on their child's accomplishments with the program.

Reclassification guidelines

The California Department of Education (CDE) has mandated that the reclassification criteria be shared with all parents of English Learners (ELs).

When an EL has demonstrated proficiency in English and has met the reclassification criteria, the student will reclassify as Fluent English Proficient (RFEP) per Education Code Section 313(d) guidelines.

<table>
<thead>
<tr>
<th>The established criteria for reclassification at IBA No. 2 are as follows:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Annual CELDT Scores</strong></td>
</tr>
<tr>
<td>Overall performance of 4 or 5 with skill area scores of 4 or higher in Listening, Speaking, Reading and Writing</td>
</tr>
<tr>
<td><strong>Teacher Evaluation</strong></td>
</tr>
<tr>
<td>Teacher believes the student is proficient in Academic English and is able to access the school curriculum in a way that makes instruction comprehensible, meaningful and consistent with expectations for their native and fluent English speaking peers.</td>
</tr>
<tr>
<td><strong>Teacher Assessment Tools</strong></td>
</tr>
<tr>
<td>The teacher is able to make this assessment based on a review of the following:</td>
</tr>
<tr>
<td>School Report Card</td>
</tr>
<tr>
<td>Final grade of C or higher in English Language Arts</td>
</tr>
<tr>
<td>Overall classroom performance and comprehension of material</td>
</tr>
<tr>
<td>California State Standards Test Results</td>
</tr>
<tr>
<td>English Language Arts score of proficient or advanced</td>
</tr>
<tr>
<td>Parent Consultation and Notification</td>
</tr>
</tbody>
</table>

As required by law, English Learners or possible English Learners (identified based on their parent/guardian’s answers on the Home Language Survey) are assessed annually on their English Language Development to gauge progress towards re-classification as English Proficient.
On the basis of the results of the CELDT test (California English Language Development Test), students are classified annually as either:

1. **English Learner**, with limited English Proficiency (LEP). Ivy Bound Academy is a full inclusion model which means that students designated as ELs will be provided with grade level, standards based instruction designed for English only and fluent English proficient students in a mainstream classroom. The program is designed to ELs with remaining “on track” with grade level learning; however, students identified as English Learners will receive additional academic supports to help them build a strong foundation in English Language Arts and prepare them for reclassification.

2. **Fluent in English**, a fluent English proficient (FEP) student is not eligible for English Learner services. Students are reclassified as fluent (RFEP) and receive grade level instruction in the mainstream program designed for native English and fluent English speakers.

**Socioeconomically Disadvantaged Students**

IBA No. 2 seeks to serve a population that includes socioeconomically disadvantaged students from the area surrounding the school. The school’s program is designed to meet the needs of these students and has been created based upon the successful practices already in place at the first IBA site. In order to put all students on the path to, and through, college the mission, vision and instructional practices of the school are designed to provide and ensure equal access for all students, particularly those who are designated as socioeconomically disadvantaged based upon the poverty index. At its core, IBA believes in high expectations for each of its students regardless of their background or family history.

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.

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

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

- **Computer Assisted Instruction (CAI):** As a technology-based middle school, we rely heavily on using this strategy to help our low performing students increase subject competence. We used CAI 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.

**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 (Special Education students)

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).

Inclusion is a priority and the preferred method of educating all students at IBA. Therefore, special needs students are integrated into the mainstream classroom to the fullest 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. 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.

*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.

Prior to Los Angeles Unified School District (“LAUSD” or “District”) Governing Board approval, IBA will either execute a Memorandum of Understanding (“MOU”) by and between LAUSD and IBA regarding the provision and funding of special education services consistent with the requirements of the LAUSD Special Education Local Plan Area (“SELPA”) Local Plan for Special Education.

*SELPA Reorganization*

The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code § 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). Full implementation of the reorganized LAUSD SELPA will begin in the 2013 - 2014 school year requiring all District authorized charter operated schools to elect one of the three options available under the LAUSD SELPA. Prior to an Option election, all District authorized charter schools shall participate as a school of the District under the District Operated Programs Unit. Prior to the beginning of the 2013 - 2014 school year, all District authorized charter schools, other than those that have previously executed an Option 3 Memorandum of Understanding (MOU), will be required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. 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.
- 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.
**Element Two: Measurable Student Outcomes**

*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)*

**Skills, Knowledge, and Attitudes**

In the six years that Ivy Bound Academy has been in existence, IBA has had a strong record of success with students from a variety of backgrounds. The school’s API scores demonstrate an even path of growth over time. IBA has consistently outperformed schools in the neighboring Sherman Oaks community and is proud to be ranked as the second highest performing middle school in the Los Angeles Unified School District as measured by our 2012 API. Overall, IBA’s API has increased annually from 873 (2008) to 910 (2012).

Ivy Bound Academy is confident that we have developed a working model that is technology enhanced and has been tested for the past five years and can be implemented in any community and produce similar student achievement goals and results. The inclusion of technology into our curriculum allows us to build supports into the daily schedule that ensures access to all students while building foundational strength and grade level mastery. And when lapses or achievement gaps are evident, technology support are in place to allow students extra time and focus on targeted areas to ensure that every student is prepared for high school before they graduate from Ivy Bound Academy.

**IBA Academic Progress**

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**School:** Ivy Bound Academy of Math, Science, and

**LEA:** Los Angeles Unified

*Chart obtained from California Department of Education, 2012 API School Report - Growth*
Specific, Measurable and Realistic Student Achievement Targets

The goals outlined below are consistent with IBA’s commitment to ensuring that all students have the knowledge and skills to be successful in middle school, high school, college and the competitive world beyond. IBA will strive to have its students meet No Child Left Behind’s ambitious standards, as reported by achievement measures consistent with the California Standards Test and other statewide assessment tools. Assessments will measure the extent to which all students demonstrate that they have attained skills, knowledge and attitudes as specified in the goals. Should the California state goals and targets be adjusted, IBA will adjust goals and targets to ensure alignment. Each year, IBA will use data from standardized tests to ensure accountability for the teachers, the grade levels, the administration, and the staff overall, as well as to provided the administration, teachers and parents with additional data to evaluate the effectiveness of the school’s program.

IBA will measure these subject-specific outcomes by looking at AYP, API and STAR test data. IBA achieved an API of 910 in the 2011-2012 school year, has maintained AYP as set forth in NCLB, and has 82.5% of students proficient or advanced in ELA and 71.3% 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 6A.

**Target 1: 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

For 2013 – 2014, No Child Left Behind’s Annual Yearly Progress (AYP) Annual Measurable Objectives (AMO) are for 100% of all students to score Proficient or Advanced in ELA on the CST. IBA is committed to working towards achieving this level of proficiency while working to maintain all students’ scores and Proficient or Advanced in ELA. In addition, IBA will seek to build students’ mastery every year, move students to higher performance band levels, and increase the percentage of students scoring Proficient or Advanced year by year.

**Target 2: 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

Target 3: Mathematics:

In Math, students will:
• Construct mathematical models
• Use a variety of problem solving strategies
• Use advanced computing systems
• Understand and 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

For 2013 – 2014, No Child Left Behind's Annual Yearly Progress (AYP) Annual Measurable Objectives (AMO) are for 100% of all students to score Proficient or Advanced in Mathematics on the CST. IBA is committed to working towards achieving this level of proficiency while working to maintain all students’ scores and Proficient or Advanced in ELA. In addition, IBA will seek to build students’ mastery every year, move students to higher performance band levels, and increase the percentage of students scoring Proficient or Advanced year by year.

Target 4: 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

Target 5: 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
Target 6: **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
- 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

Target 7: **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.**

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.

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

The scope and sequence tables describing IBA’s curriculum (Appendix 6A) 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 and, in some cases, the families, to support student achievement. These instructional strategies are described in detail in Element One. 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, under Instructional Design and Methodologies.

**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.

**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].

**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.

**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.

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 strive to meet the following API growth indicators:

- Annual API will meet or exceed the established growth target of 800.
- 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 strive to maintain a 96%+ student attendance rate.
- The School will attempt to 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 strive to 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 strive to 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 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, writing rubric.</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, standards-based rubric on writing and reading comprehension assignments.</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.

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.

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.

All students will develop in their ability to use technological software and hardware to complete academic assignments

<table>
<thead>
<tr>
<th>Measurable Pupil Outcome</th>
<th>Assessment Tool/Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>• Pre-post reading/language Arts diagnostics • Curriculum embedded benchmark assessments • STAR test data • Informal classroom-based assessments</td>
</tr>
<tr>
<td>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.</td>
<td>• Pre-post diagnostic assessments • Curriculum embedded benchmark assessments aligned to standards (Appendix I) • STAR test data • Informal classroom-based assessments</td>
</tr>
<tr>
<td>All students will develop in their ability to use technological software and hardware to complete academic assignments</td>
<td>• achieving proficient or above on subject-specific teacher-created rubrics relevant to each assignment • demonstrating skills/standards of the daily technology cours</td>
</tr>
</tbody>
</table>
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)

Ivy Bound Academy's mission is to teach the knowledge and skills, nurture the confidence and character, and inspire the passion needed for student's to achieve their goals, excel in the competitive world, and positively impact the community through excellence in thought and action. In order to ensure the realization of this goal, the staff must consistently monitor and measure students’ progress and the effectiveness of the school’s instructional program. At IBA, students are assessed in several ways. IBA and its Executive Board of Directors will monitor the school’s progress in meeting student outcomes through the assessments outlined below.

Instructional Cycle

IBA teachers will use an instructional cycle driven by standards mastery and student data for all subjects based on the Backwards Design model. Professional Development, grade level planning and 1:1 check ins between senior teachers/department heads and administration will support the implementation and execution of each of the instructional cycle’s ten steps. The cycle is a framework for teachers to use as a tool in their instructional design and delivery. This framework is meant to provide alignment both across and between grade levels; as well as provide the opportunity for teachers to modify throughout the school year and update and improve over the summer.

10 STEP INSTRUCTIONAL FRAMEWORK FOR TEACHERS

Step 1 is completed over the summer; the remaining steps are ongoing

STEP 1: Create a standards based pacing calendar. Pacing calendar can be revised during the school year and used to re-write the pacing calendar for the following year.

STEP 2: Design standards aligned assessments for each standard, plus standards based review items

STEP 3: Develop standards based lesson plans that build skill mastery and deepen conceptual knowledge

STEP 4: Deliver rigorous instruction that explicitly develops meta-cognition and academic language

STEP 5: Analyze student data (both formal and informal) to measure progress and adjust pacing as needed.

STEP 6: Deliver differentiated content review.

STEP 7: Assess for mastery

STEP 8: Analyze student data (both informal and formal)

STEP 9: Small group re-teach for students identified as needing additional assistance with classroom teacher or computer based learning assignments

STEP 10: Communicate student academic progress to stakeholders: students, parents, administration, and support staff.
Using the standards-based pacing calendar that is established in the summer, teachers will create assessments to appropriately measure standard mastery. All assessments will be Common Core aligned and teachers will be encouraged to design rigorous, authentic assessments that mirror performance tasks as designed by the SMARTER Balanced Assessment Consortium. Through Professional Development, time will be allotted to developing the capacity of teachers to design meaningful assessments. We feel that because of our initial investment of time, money and other resources in technology, we are well situated to have a smooth transition in to the Common Core State Standards curriculum and the Smarter Balanced Assessment system.

**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 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.

**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.
BENCHMARK ASSESSMENTS, FORMATIVE, AND SUMMATIVE ASSESSMENTS

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 ongoing “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.

Initial Assessments

At the beginning of each school year, new students (including all 5th grade students) will be given California content and Common Core standards based initial assessments on prior year knowledge to determine their mastery or performance level on prior year content in key performance areas. These initial assessment results will be discussed and analyzed in depth to determine ways to differentiate instruction based on the needs of each individual student and for the 5th grade class as a whole. Teachers will discuss the data collaboratively to share ideas and effective strategies to drive forward student achievement. Teachers will also use the data to create fluid intervention groups in which they target specific needs of multiple students. These assessments will also serve as a beginning point in which progress will be monitored and measured against; this will be especially useful for student progress files for English Learners, SELs, Special Education students and students identified as low performing or at risk.

Skills Assessments

Three times per year, in October, February and April, all students are given a standards based assessment in the four core subjects. The assessments are created within the OARS system using either INSPECT blueprint assessments or teacher created assessments. INSPECT® stands for Identifying Needs: Standards Proficiency Exams for California Teachers. INSPECT® is an innovative item bank. The item bank is composed of items that are written to assess the California Content Standards. Professional item writers across California focus on writing high-quality items that meet grade level standards and span various difficulty levels. Items include clear rationales for why a student would pick each wrong answer. For this reason, all wrong answers are created
based upon the most likely cognitive disconnect in learning. Rigorous field-testing and item analyses are conducted to ensure the quality of each item. The INSPECT® Item Bank includes content in English-Language Arts grades K-12, Mathematics grades K-7, Algebra I, Algebra II, Geometry, Probability/Statistics, Calculus, History/Social Science grades 5-8, US History, World History, Principles of American Democracy, Principles of Economics, Science grades 2-8, Biology, Chemistry, Earth Science, Physics, and Investigation and Experimentation.

As these results are the primary driver of informing instruction, they also inform professional development. For example, if a weakness is identified school wide, teachers whose data reflects strength in that specific area may be called upon to share with his/her grade level peers, or the entire team, the effective strategies being used in their classroom. Also, observations, may be arranged for teachers needing support to visit those teachers who are excelling in a certain area. Research and readings pertaining to target areas of growth may also be used for areas needing improvement. Teachers and staff will then collaborate on finding effective ways to implement those ideas and strategies into the classroom or with intervention groups. In addition, the school leader will also focus classroom observations on certain areas of growth in order to provide support to the teachers and drive forward students’ mastery of the standards and classroom content.

Other Assessments

In addition, to the numerous aforementioned assessments, student progress will be assessed and measured continuously with other approaches such as using longitudinal, survey, and other data. For example, using more informal data, teachers can consistently monitor who is responding to questions, how students are doing on homework, student performance on class work and student participation. Teachers can use Power School, Grade Cam, iRespond, and other web based assessment programs to organize these informal assessments. Teachers may also incorporate other forms of formal assessments such as quizzes to monitor student progress, writing assignments based on a prompt, portfolios or projects. Longitudinal, survey, and other data will also be utilized in measuring pupil progress.

STATE MANDATED ASSESSMENT ASSURANCES

Testing

IBA will administer state mandated assessments as required under the California Standardized Testing and Reporting (STAR) pursuant to Education Code 60602.5. 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 California Standards Test (CST) in English Language Arts and Mathematics will be administered to students in grades five through eight through the 2013 – 2014 school year. As the CST is based upon the California Standards, the results of this assessment are essential in monitoring the program and students’ mastery of these content standards with the target that all students strive to achieve Proficient level in each content area. The CST, a criterion based assessment, provides clear data by student, class, and grade level in which we can identify areas of strength and areas of growth. At the end of each summer when the results are returned, the team will reflect in depth on students’ scores and reflect upon ways to improve for the future, as well as recognize and celebrate areas of strength.
All 7th graders will also take the California Writing Standards Exam.

All students who are English Learners, or identified as possible English Learners as identified by their Home Language Survey, will take the California English Language Development Test (CELDT) each year as required.

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:

1. • IBA NO. 2 students will achieve an API score of 700 or higher by the end of its third year of operation.
2. • All subgroups will make at least 80% of the school target
3. • The CAT-6/ STAR participation rate will be at least 95%

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.

**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 A.M. Assistance letter
3 or 4 Ds or Fs = required to attend A.M. Assistance letter

A.M. 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 at least one time per 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.

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.

**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.

**Transition to Common Core**

IBA No. 1 has started the professional development training of its staff, and IBA No. 2 will individually, successfully, and fully implement the Common Core standards by 2014 – 2015.

IBA No. 2 recognizes the delicate balance between the present California State Standards and accountability measures and the implementation of the newly adopted Common Core Standards and the positive impact and potential challenges it will have on our school. The school is in the process of creating a long term plan and timeline for incorporation of Common Core over time, in conjunction with the California state content standards, including:

- Implementing Common Core standards to drive instruction
- Incorporating performance tasks to assess Common Core standards in summative assessments
- Criteria for success at each stage of timeline
- Teacher/instructional support needs identified and resources matched
- and, technology readiness plan
The first step of this plan included investing in training our staff through LACOE on implementation to the Common Core State Standards at both the classroom and administrative levels.

**CCSS TRAININGS**

**JULY 30 – AUGUST 3**  
CSUN Writing Project workshop for Science and Technology in the CCSS  
Ms. Kiang

**OCTOBER 11**  
CCSS for Charter Schools (LACOE)  
Mrs. Chang  
Ms. Irvin  
Ms. Pacifici

**OCTOBER 23-24 and NOVEMBER 15**  
IMPLEMENTING THE CC FOR MIDDLE SCHOOL MATH  
Ms. Irvin

**OCTOBER 25**  
ASSESSMENT FOR LEARNING  
CRITICAL ROLE OF FORMATIVE ASSESSMENT  
Mr. Arzani  
Ms. Pacifici

**NOVEMBER 2**  
TEACHING CREATIVITY WITH CCSS  
Mrs. Nietschmann

**NOVEMBER 7**  
Project Based Learning for Site Admin  
Mr. Arzani  
Ms. Pacifici

**JANUARY 7-9**  
PBL 101: Intro to PBL for the 21st Century  
Mrs. Chang  
Ms. Kiang

**JANUARY 17**  
Getting Started with the CCSS  
Mr. Arzani  
Ms. Kang

**JANUARY 22-23**  
THE CC CONNECTION for SCIENCE and HISTORY  
Mr. Perkins  
Ms. Shin

**FEBRUARY 1**  
TEACHING CREATIVITY WITH CCSS  
Mrs. Nietschmann

**FEBRUARY 5-6 & 27**  
IMPLEMENTING THE CCSS FOR MATH IN THE ELEM CLASSROOM  
Ms. Kang

**FEBRUARY 15**  
SMARTER BALANCED ASSESSMENT SYSTEM  
Mr. Arzani  
Ms. Pacifici

**FEBRUARY 25 – 27**  
IMPLEMENTING THE CCSS FOR ENGLISH IN THE MS CLASSROOM  
Mr. Gaunt

**FEBRUARY 27**  
IMPLEMENTING THE CCSS FOR MATH IN THE ELEM CLASSROOM  
Ms. Kang

**MARCH 1**  
CC Collaborative for District Leaders  
Mr. Arzani  
Ms. Pacifici

**MARCH 1**  
teaching creativity with CCSS; leading the change  
Mrs. Nietschmann

**MARCH 13**  
LANGUAGE ARTS & MATH BRIDGE MATERIALS FAIR FOR TRANSITION TO THE COMMON CORE  
Mr. Gaunt/Ms. Irvin  
Mr. Arzani

**MAY 1**  
CC Collaborative: Instructional Practices for the 21st Century  
Mr. Arzani  
Ms. Pacifici
The second step involved bringing the training back and teaching our staff about the expectations and the full implementation of the Common Core by holding our own trainings.

Some Facts We Learned about the Common Core State Standards:

1. The Common Core State Standards (CCSS) are a state-led effort designed to improve educational outcomes for students.
2. They develop a clear K-12 set of academic standards in English/Language arts (ELA) and mathematics.
3. These standards are relevant to the real world and reflect the knowledge students need to be successful in college and the workforce.
4. The standards ensure that all students, no matter where they live, are college prepared and workforce ready, and that students are receiving a high quality education that is consistent from school to school and state to state.
5. The CCSS provide a clear roadmap for learning for teachers, parents, and students. This will help our students develop critical thinking skills that will prepare them for the real world and reflect the knowledge and skills young people need for success in college and careers.
6. There are 45 states that have so far come on board and have agreed to adopt the new standards.
7. It is a set of national standards and each state can add up to 15% to these standards based on the unique circumstances in their state.
8. English teachers are not the only ones responsible for English Language Arts, but that all teachers are now math and literacy coaches.
9. So far, only standards for math and English have been developed. Science and Social Studies are on the way, but not yet fully developed.
10. The new Common Core Standards will exchange breadth for depth, where the focus will be more conceptual rather than procedural understanding.
11. There is a great opportunity to develop lesson plans around project based learning across multiple content areas.
12. At this time, there are no textbooks adopted for the new standards. The books that are coming out are considered bridge textbooks to be used as a bridge between the old state standards and the new common core standards. LACOE is holding an open house on March 13th where different vendors will be presenting their textbooks for the new standards.
13. STAR testing will be suspended for the 2013-14 school year. In 2014-15 school year, the Smart Balanced Assessments will be administered that are adaptive to the students knowledge based on the answers provided.
14. K-12 Teachers will deal with the same Anchor Strands for the Common Core Standards. It will just be more specific and in depth as a student moves from one grade to the next.

**College and Career Readiness Anchor Standards for Reading (same 10 anchor standards across all grade levels):**

- Key Ideas and Details (Anchor Standards 1 – 3)
- Craft and Structure (Anchor Standards 4 – 6)
- Integration of Knowledge and Ideas (Anchor Standards 7 – 9)
- Range of Reading and Level of Text Complexity (Anchor Standards 10)

**College and Career Readiness Anchor Standards for Writing (same 10 anchor standards across all grade levels):**

- Text Types and Purposes (Anchor Standards 1 – 3)
- Production and Distribution of Writing (Anchor Standards 4 – 6)
• Research to Build and Present Knowledge (Anchor Standards 7 – 9)
• Range of Writing (Anchor Standards 10)

**College and Career Readiness Anchor Standards for Speaking and Listening (same 6 anchor standards across all grade levels):**

• Comprehension and Collaboration (Anchor Standards 1 – 3)
• Presentation of Knowledge and Ideas (Anchor Standards 4 – 6)

**College and Career Readiness Anchor Standards for Language (same 6 anchor standards across all grade levels):**

• Convention of Standards English (Anchor Standards 1 – 2)
• Knowledge of Language (Anchor Standards 3)
• Vocabulary Acquisition and Use (Anchor Standards 4 – 6)

The third step involved analyzing the impact and potential challenges of the transition on our program.

Ivy Bound Academy 2’s mission is "to develop life-long learners with a strong foundation in the core subjects, extensive computer skills, and the confidence to pursue their goals and aspirations. We determine to perpetuate an atmosphere for advanced learning by targeting problem areas and helping our students overcome individual obstacles." This belief fully aligns with the Common Core State Standards focus of preparing students that are college prepared, career ready and use technology to increase their understanding of ELA and Math principles.

Additionally, as a Math, Science and Technology school that is constantly embedding available best practices into the curriculum, we feel that this transition will be smooth. Our current curriculum and instruction includes an emphasis on the development of critical thinking skills, project based learning and cross curriculum learning. Teachers are able to assess mastery in all subject areas based on classroom projects and presentations. A review of other CCSS components currently utilized at IBA are:

1. Daily computer classes focus on mastery of the Microsoft Office suite before graduation. Students are exposed to grade level curriculum that develops over time.
   - Data entry and keyboard mastery
   - Using the web for research
   - Word and Excel
   - Power Point
   - Movie Maker
   - Robotics and program development

2. Daily Art classes support interdisciplinary and cross curricular project based learning throughout the year. ELA standards are supported by creative writing and self evaluation and reflection through written word and visual art. In addition, Math is also supported through calculations, measurement, linear perspective, and how the Arts are impacted by our economy.
3. Daily Physical Education classes are aligned to support practice of Math and English skills by daily journaling, reports, presentations and sports themed essays.

4. Science and History classes also support English Language development and Math skills through projects, presentations, experiments, enhanced vocabulary and extended response questions to measure their level of understanding.

5. The ALEKS classroom compliments the core grade level math class. Students are placed into a math program one year below their current grade level. The ALEKS teacher is then able to assess and track individual student progress. Students with a weak foundation are able to build up their depth of knowledge on remedial topics and better prepare themselves for the new learning in the core classroom. Advanced students are also able to move forward and begin to learn topics in Algebra, Geometry, Statistics all the way up to 12th grade Math concepts. As a web-based program, ALEKS give all of our students access to Math skills and training at home and in school 365 days a year and 24 hours a day. Usage can also be monitored by the teacher and parents to ensure that students are getting the additional help that they need.

6. IBA has also implemented an intervention program that focuses on web based learning to fill achievement gaps so that low performing, English Learners, and special needs students all can have access to the content being taught in their grade level classrooms.

**TICKET TO READ:** is a web-based program designed for students designated as English Learners, Standard English Learners, or weak foundationally. The program can be accessed from anywhere with internet access that focuses on English Language skills development in all five essential reading components:

1. Phonics
2. Phonemic awareness
3. Fluency
4. Vocabulary
5. Comprehension

We offer Ticket to Read to all of our EL and/or struggling students as supplemental support to build their foundation in the English language. The program provides weekly status updates that monitor usage and growth. In addition, incentives are built in to the system to encourage and promote student achievement.
**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)

**ASSURANCES: BROWN ACT, CONFLICT OF INTEREST, AND AUDIT**

**Separate Legal Entity:**

IBA’s charter is held through Ivy Bound Academy Charter School ("IBA"), a California nonprofit corporation which is a separate legal entity and will be solely responsible for the debts and obligations of Ivy Bound Academy #2 (the "School").

**Public Laws:**

IBA complies with all laws that apply to public agencies, unless exempted by state law. IBA does and will comply with the Brown Act.

**LAUSD-Specific Language:**

*Members of the IBA Board of Directors, any administrators, managers or employees, and any other committees of the School shall comply with federal and state laws, nonprofit 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).

**Bylaws**

As with any nonprofit corporation, the bylaws of IBA can be amended from time to time (e.g., to expand the number of members on the Board of Directors). IBA will submit all such bylaw amendments to the Innovation and Charter Schools Division within 30 days of such amendment. The Innovation and Charter Schools Division will determine, in its sole discretion, whether such amendment so materially affects the operations of the School as to trigger the District’s petition amendment process.

*Please see Appendix 6B: By Laws*

**Grievance Procedure for Parents and Students**

The School 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 the School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. The School will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

The School 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.

The School 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 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*

The School 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. The School 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 the School’s operations is received by the District, the School will 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 the School.

*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, worker's compensation, and unemployment insurance.

**Nonprofit Public Benefit Corporation**

Ivy Bound Academy Charter School is a nonprofit 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. Bylaws will be adopted and amended as needed, based upon ongoing program evaluation and changing needs.

Please see APPENDIX 6 B and C for most recent copies of By-Laws and Articles of Incorporation.

**BOARD OF DIRECTORS RESPONSIBILITIES AND COMPOSITION**

**Responsibilities**

The IBA Board of Directors is the governing Board of IBA which will be 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 will contract with an external auditor who will, on an annual basis, assure standards in fiscal responsibility. In conjunction with the top staff and an Advisory Council, the Board will have the responsibility of determining what outside legal and consulting services the School requires and contracting for such services.

The Board of Directors shall:

- Provide vision, strategic planning and leadership for the School.
- Lead all fund development so as to provide the Principal of the School with all funds needed to successfully operate the academic program of the School.
- Oversee financial stability and growth of the School, assure sound financial planning, effective asset management, and full compliance with government audit requirements.
- Present and approve operating and capital expenditure budgets of the School annually.
- Oversee operations of the School, consistent with all applicable local, state and federal statutes and in compliance with IBA's bylaws, policies and procedures.
- Ensure that the policies and procedures of the School are uniformly understood and properly interpreted and administered.
- Be responsible for the compliance and submittal of all reporting requirements for the School.
- Be responsible for the design and execution of the School's facilities plan.
- Oversee the School's fundraising activities

The Board will be responsible for making decisions on salaries, benefits, working conditions, and items such as the academic calendar and work days. The process by which this will occur includes receiving information from parents, community members, and staff via surveys as to the successfulness of the previous year's policy. The Board will then evaluate the surveys as well as budget constraints to make decisions for the following year.

While the Board of Directors will set policy, approve the budget, and assure that the School maintains high academic standards, the Principal and teachers will carry out the day-to-day operations of the School.

Composition of Board, Election, and Terms of Office

The Board consists of at least three (3) and no more than fifteen (15) members. A representative from Los Angeles Unified School District may be designated by the District to serve on the Board. 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 interests. IBA has adopted a conflict of interests code that complies with the Political Reform Act and Government Code 1090.

The School and Ivy Bound Academy # 1 are within one corporation with one Board of Directors that will be comprised of community and business representatives with diverse skills needed to oversee the two charter Schools. The Board of Directors will seek individuals to sit on the Board who 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,

The following persons are members of the current IBA Board:

- Nikki Hashemi – Attorney At Law
- Amir Alimardani – Developer/Business Man
- Dr. Gretta Madjzoob – CSUN Professor
- Sue Horowitz – Realtor/Educator

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Board Meetings

Board members generally will meet monthly and more often as needed at the principal office of IBA or such other place as the Board shall designate within the jurisdiction of the District. 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 IBA’S website at least 72 hours prior to the meeting, and copies will be available at the meeting location for any person who chooses to attend. The Board Secretary records the Board's actions as part of the minutes that are approved by the Board. 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 the Board's agendas.

Board Meeting Postings/Notices

Notice of Board meetings will be posted in accordance with the Brown Act on IBA’s 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.

Stakeholder Involvement

The voice of every stakeholder is valued at IBA and its Schools. 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 will be an Advisory Board which will be 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 will include 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. As an example, currently, the Advisory Board for the Ivy Bound Academy #1 includes a CPA who is a current parent of students at Ivy Bound Academy #1, and graduate of that School, who has returned to serve Ivy Bound Academy #1 in the capacity of an advisor, and another alumnus of that School.

The Advisory Board will advise the Board of Directors on matters including:

- the general policies of the School;
- the School's budget;
• work with School leaders to support and receive advice from the Parent Association and the School committees to help the Board of Directors in its 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 necessary to ensure the proper operation of the School are being carried out;
• reviewing operations reports from the Principal and audit reports from IBA insofar as they reflect the finances of the School; and
• assisting in the complaint procedure where appropriate.

Furthermore, classified staff, student council leaders, and community representatives will be encouraged to address concerns to the School’s Advisory Board.

Parent Association

One of the primary predictors of student success is parent involvement. Parents of the Schools’ students will be encouraged to participate in the educational processes of their child/children and will be invited to join the Parent Association (PA). The PA will have open meetings each month and form committees as needed to develop and implement family events, support groups, interest groups and fundraising activities. Parents will 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 will vote for leaders through Survey Monkey each Fall. An automatic phone system will be instituted to remind parents of the meetings. The Parent Association and committees formed at the School will advise the Advisory Board and School Principal on matters at hand or responsibilities that may be handed down to them that will benefit from their support.

Governance Structure/Organizational Chart

The following is an outline of the organizational structure of Ivy Bound Academy #2:

Board of Directors
- Advisory Board
  - Committees & Parent Association
  - Principal/Executive Director
    - Teachers
    - Administrative Staff
- LAUSD Board
  - LAUSD Charter Office Staff

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

Board of Directors – Resumes

Please see Appendix 10 A - F for Board of Directors biographies, 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)

Staff Selection

All IBA No. 2 personnel must commit to the mission and vision of the school. All staff will be expected to be sensitive to the linguistic and cultural needs of students, and to participate in staff development to enhance their skills in this area. Employees' job descriptions and work schedules will be reviewed and modified as necessary to meet the needs of the school and its students. The job descriptions 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.

IBA No. 2 believes that all persons are entitled to equal employment opportunity. IBA No. 2 shall not discriminate against qualified applicants or employees on the basis of race, color, religion, sex, gender, gender identity, gender expression, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical 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.

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.\(^5\)

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.

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\(^5\) The average teacher salary is assumed to be $45,000, allowing for a range between $30,000 and $70,000. The Executive Director/Principal salary is estimated at $130,000 to $150,000. The business manager at $100,000 – $120,000, additional office and supervisor staff is estimated at $24,000-$120,000. 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.
**Certification**

IBA No. 2 will conform to the legal requirement that all charter school teachers shall hold a Commission on Teacher Credentialing certificate equivalent to that which a teacher in other public schools would be required to hold. IBA NO. 2 will employ teaching staff who are highly qualified and fully compliant with No Child Left Behind requirements. IBA NO. 2 will maintain a current copy of teacher certificates on file and ready for inspection, along with the current NCLB compliance matrix.

**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;
- 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:
1. Completion of required and enumerated (from job description) job duties
2. Reaching objectives and benchmarks on the path to permanent school site, fundraising and financial sustainability
3. Choice and oversight of school staff in regards to:
   1. Implementing the charter and maintaining adherence to its guiding principles and requirements
   2. Overall successful school academic program and achievement of educational goals
   3. 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.
• 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 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.
- 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 paperwork to comply with most up to date requirements for fair and random lottery practices to insure the integrity of our school’s admissions and lottery policy.
• 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.
• Provides 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 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

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.
  o Understand and carry out oral and written instructions.

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:
1. • Student progress as referenced from assessment measures
2. • Effectiveness of teaching strategies
3. • 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 Certificated 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.

Background Checks:
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.

Staff Culture/ Cultural Development

Once a team has been hired that believes in the mission and vision of IBA No. 2, it is essential to build the team that will work together to achieve the school’s goals.

Team building will take place every summer to prepare for the upcoming school year. In the first week of staff culture building, the Principal will welcome new team members and also address the focus for the summer and
help staff to understand that they are responsible for realizing the mission and vision of the school. These sessions and subsequent sessions that are not focused directly on curriculum and instruction will include all staff members in order to build a strong team. The staff will be divided by department and the department teams will discuss any pressing issues or concerns within the team as well as branch out and join other teams to see how they can collaborate and support each other. In addition, senior staff and new staff members will be partnered to mentor the new staff on the expectations of IBA No. 2 and provide support or expertise.

The first day of our summer session will involve introductions and team building exercises in which the teammates will learn about each other and develop trust. In addition to exercises in which staff learns about each others’ backgrounds and interests, teammates will share why they are at IBA No. 2 and what has driven them to join our team. The mission and vision of the school will be discussed in depth and the significance of each of their components will be explored, with the School Principal sharing the thoughts and process behind their development. Also, the values of the school will be introduced and will lead into a brainstorming session of how we can infuse the values and implement a common language at the school. It will be reinforced that the staff must model the values of the school and must embody and exemplify the values as the school is asking of the children.

The staff will also participate in IBA NO. 2 sponsored professional development that takes place over summer as well as during the school year. The second week of summer professional development will focus on the values, school culture, goal setting, standards, curriculum, instruction, and school policies and procedures. Each session may begin with a team building exercise led by a different team member each session to continue strengthening the team. During this week, the teachers will begin creating initial assessments and planning. The days will be structured to provide time for teachers to begin setting up their classrooms, a priority of the orientation process.

In order to foster a fulfilling work environment where staff continues to come to work each day prepared to work hard and do what is nest for students, it is imperative that the School Principal and administrative staff lead by example and remain attuned to the mindset and pulse of the staff, as well as individual teachers. Further, the school principal will consistently check in with staff members and give praise for things observed, such as strong teach or classroom management observed during a walk through or witnessing a praiseworthy moment with a student. Further, notes of encouragement and of acknowledgment will be given to the staff which will further boost staff morale.

**Staff Professional Development**

Each Friday will be an early dismissal day in which students will dismiss at 12:50pm. Early dismissal days are used for a variety of professional development purposes, including grade level meetings, content team meetings, whole staff meetings and workshops, and even school wide special events. Teachers have ample opportunity to reflect on the week, plan for the upcoming week, analyze student assessments, share ideas for great lessons, and discuss other grade level needs. It also provides teachers with the opportunity to interact with their peers and share best practices collaborate and develop cross curricular projects.

Detailed minutes are taken at each Friday meeting and sent to all of the staff for review. It includes pertinent information discussed and reviewed at the meeting as well as a calendar of upcoming events and other important school activities. Staff development will be delivered by the School Principal, teachers, other faculty, and guests with instructional or behavioral expertise. In addition, staff development funds may be used to bring in consultant or vendors to provide specialized services.

In addition, teachers and staff will seek out professional development opportunities such as visiting excellent schools, and attending workshops and conferences on areas for their individual growth or areas that will strengthen their team or the school as a whole. AT IBA No. 2 we support the “teach the teacher model” where
staff are expected to share the new knowledge they have obtained by either creating a training for staff back at our site or passing out pertinent information learned at the training. Further, observations of fellow IBA No. 2 teachers will be scheduled in order to learn from the practices of colleagues. Ancillary periods will also be used to plan and prepare for upcoming lessons. By accessing the professional development library resources and targeted readings based upon needs, the staff will model being life-long learners.

**Employee Handbook**

IBA NO. 2 has an Employee Handbook that is given to each employee as they are hired. This Handbook is designed to help employees get acquainted with Ivy Bound Academy 2 (hereinafter referred to as “IBA NO. 2” or the “School”). It explains some of our philosophies and beliefs, and describes in general terms, some of our employment guidelines. Although this Handbook is not intended to be an exclusive or comprehensive policies and procedures manual, we hope that it will serve as a useful reference document for employees throughout their employment at the School. Due to the fact that the School is a growing and changing organization, it reserves full discretion to add to, modify, or delete provisions of this Handbook, or the policies and procedures on which they may be based, at any time. If any modifications will occur, staff will receive a copy of the changes to add to their original document. Employees must sign the acknowledgment form at the back of this Handbook, tear it out, and return it to the Executive Director. This will provide the School with a record that each employee has received this Handbook.

**Employee Complaints**

Employees who have work related concerns or complaints are encouraged to discuss them with the School Leader, School Principal or any other management representative with whom they feel comfortable. Employees are encouraged to raise their work related concerns as soon as possible after the events that caused the concern. IBA No. 2 will attempt to keep the employee’s concerns and complaints and any resulting investigation confidential to the extent feasible. However, in the course of an investigation and/or in resolving the matter, some dissemination of information to others may be necessary, appropriate, and/or required by law.

**INTERNAL COMPLAINT REVIEW**

The purpose of the “Internal Complaint Review Policy” is to afford all employees of the School the opportunity to seek internal resolution of their work-related concerns. All employees have free access to the Executive Director or Board of Directors to express their work-related concerns.

**Filing of Complaint**

If complaints cannot be resolved informally, employees may file a written complaint with the Executive Director or Board President as soon as possible after the events that give rise to the employee’s work-related concerns. The written complaint should set forth in detail the basis for the employee’s complaint.

**Investigation**

An objective and timely investigation of all complaints which cannot be resolved informally will be undertaken. This includes meeting separately with the employee and with others who either are named in the complaint or who may have knowledge of the facts set forth in the complaint.
The School will attempt to treat all internal complaints and their investigation as confidential, recognizing, however, that in the course of investigating and resolving internal complaints some dissemination of information to others may be necessary or appropriate.

Upon completion of the investigation, the Executive Director shall report the finding(s) to the employee in writing.

**Non-Retaliation**

If an employee has filed a complaint in good faith, the employee will not be disciplined or otherwise penalized for lodging the complaint. If an employee believes that he or she is being retaliated against for lodging a complaint, the employee should immediately notify the Executive Director or Board President.

**Employee Termination**

In most instances, prior to terminating an employee, the School Principal will develop a performance improvement plan for the employee in question. All employees of IBA No. 2 are at will employees. IBA will look at an employee's 12 month performance, and if an employee has not improved as outlined through performance improvement plan, employee will not be asked to stay at the end of the school term. In all instances, when determining whether an employee should be terminated, the School Principal shall consider the following:

1. Is the termination consistent with the employee’s performance appraisals?
2. Was the employee aware of the performance standards, work rules, or other standards for which he or she is being terminated?
3. If appropriate, has the employee been provided progressive discipline?
4. Are there mitigating circumstances which suggests that less drastic action is appropriate?
5. Is the proposed termination consistent with the school’s actions in similar circumstances in the past?

**Child Abuse Reporting**

See Element 6.

**Maintain Confidentiality of Pupil Records (FERPA)**

IBA No. 2 will maintain the confidentiality of pupil records according to the Family Educational Rights and Privacy Act, 20 U.S.C. 1232g (FERPA). The School Principal will be responsible for compliance with FERPA and will direct the office manager/compliance officer to ensure that the school remains compliant with FERPA. All office staff will be trained in the compliance of FERPA and the process of records requests. The FERPA designee shall store educational records in a central, secured location, access to which is limited to the School Principal and designated members of IBA No. 2 staff.
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)

Health and Safety Policies

The health and safety of IBA students and staff is a high priority and IBA No. 2 will ensure that the school is a safe and healthy environment for teaching and learning. All faculty and staff of IBA No. 2 will undergo a criminal background check. 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. In particular, staff shall honor the Los Angeles Unified School District’s requirements for periodic tuberculosis testing every four years using the Mantoux tuberculosis test. IBA 2 will require its employees to be examined for tuberculosis in the manner described in Education Code section 49406. New hires will have current TB clearances within 60 days of hire and teachers will not be allowed in the classroom until clearance has been received.

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 plan (earthquake, fire and other) ; including schedule of drills
- Emergency site plan
- A policy requiring that instructional and administrative staff receive training in emergency response, including first aid and first responder training or its equivalent.
- A policy for reporting child abuse, acts of violence, and other improprieties as mandated by federal, state, and local agencies
- Workplace free of sexual harassment; IBA 2”s sexual harassment policies and complaint procedures are contained in the Employee Handbook and reviewed annually with staff.
- 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.
- Among the many health and safety laws that need to be followed is the Healthy Schools Act- California Education Code Section 17608, which details pest management requirements for schools.
- 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 2 will provide health screening procedures (vision, hearing and scoliosis) to students to the same extent as would be required of non-charter public schools in accordance with California law.
• 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.

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.

Site Compliance

Ivy Bound Academy’s Board of Directors met on Wednesday, February 27th, 2013 and voted on IBA’s Executive Director to enter into a long term lease agreement with the Cornerstone Christian Church for a facility at 20040 Parthenia St, Northridge, CA 91324. This facility has been the site of James Jordan Middle School since 2006 and a copy of a current Certificate of Occupancy that was obtained by James Jordan Middle School is on file with LAUSD’s Charter Office. The annual cost of the facility for the first year of operation will be at 10.0 % percent of the school’s overall operating budget.

IBA 2 will be housed in facility that has received state Fire Marshal approval, met the LA Uniform Building Code, met the federal American Disabilities Act (ADA) access requirement, and that has 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.

Insurance Requirements

No coverage shall be provided to IBA No. 2 by the District under any of the District’s self-insured programs or commercial insurance policies. IBA No. 2 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 No. 2 from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be IBA No. 2’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 2 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 $3,000,000 per occurrence and $3,000,000 general aggregate.

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 2's policy.

Evidence of Insurance

IBA 2 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 No. 2 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 2.

Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, IBA 2 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. IBA 2 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 2, and their officers, directors, employees or volunteers. Moreover, IBA 2 agrees to indemnify and hold harmless the District for any contractual liability resulting from third party contracts with its vendors, contractors, partners or sponsors.

Health, Safety and Emergency Plan

IBA 2 will have a Health, Safety and Emergency Plan in place prior to beginning the operation of IBA 2. The Ivy Bound Academy 2 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.

FERPA

Ivy Bound Academy 2, its employees and officers will comply with the Family Educational Rights and Privacy Act (FERPA) at all times.

Criminal Background Checks and Fingerprinting

IBA 2 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.

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)

BOLIER 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 60:40 ratio. (Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW). The written plan should list specific dates, locations, and recruitment activities to achieve the District’s Racial and Ethnic Balance goal.

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 2 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”). Ivy Bound Academy 2 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 2 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 2 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 2 will make reasonable efforts to invite and encourage the participation of the parents of NCLB-PSC students in the activities and meetings at the 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 2 under the NCLB-PSC program...
increases in subsequent years, Ivy Bound Academy 2 agrees to discuss with the District the possibility of increasing the number of NCLB-PSC places available at the school.

**Federal Compliance**

As a recipient of federal funds, including federal Title I, Part A funds, Ivy Bound Academy 2 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 2 understands that it is a local educational agency [LEA] for purposes of federal compliance and reporting purposes. Ivy Bound Academy 2 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 2 also understands that as part of its oversight of the school, the District may conduct program review of federal and state compliance issues.

**Means of Recruiting a Diverse Student Body**

IBA 2 seeks to maintain an enrollment of 480 students at full capacity. The school will also seek to maintain a wait list to ensure maximum enrollment throughout the year.

Recruitment continuously remains a priority to maintain the targeted enrollment throughout the life of the school. The school Principal, school staff, Executive Board members, and parents will be encouraged to continuously seek students who are of the age in which they can enter Ivy Bound Academy 2 and start on the path to and through college.

IBA 2 strongly believes that students with a variety of life experiences add to the learning experiences of all. Students and families will learn from others how to respect different viewpoints and find commonalities in all people. IBA 2 is committed to ensuring that all students and families involved with our recruitment outreach and process are made to feel welcomed and respected. The geographic area immediately surrounding the school
site in Northridge will be target in our outreach efforts. We envision a school that serves the residents of the Northridge and surrounding 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 Northridge neighborhood is indicated on the map below. Our target outreach area is expanded to an 8 mile radius from the school site. The targeted outreach boundaries from the school are Devonshire Street (2.06 miles) to the north, Sherman Way to the south (1.82 miles), Topanga Canyon (1.94 miles) to the west and Zelzah Avenue (2.44 miles) to the east. This 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. The LAUSD’s Court Ordered Integration Program ethnic goal is 70:30 or 60:40 (this ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to other Other White (OW). IBA 2 will strive to uphold the District’s ethnic balance goal and the school’s outreach and recruitment efforts described below will support this.

**OUTREACH TARGET AREA in relation to IBA 2 school site in Northridge**
IBA continually reaches out to the community as its primary means of student recruitment. Since IBA 2 was founded by the director of the first IBA campus in Sherman Oaks and has been opened with the goal to serve the waiting list of students from that school as well as pressure from families, the community and even LAUSD to expand, we feel confident we can enroll a diverse population of students which includes students who are academically low-achieving and economically disadvantaged and can be successful at IBA 2 and in their futures.

IBA provides information about the school to those who are interested throughout the year. IBA provides applications at its Information Sessions and Tours which are scheduled from September through January of each year for interested applicants 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. Recruitment materials will be in the language necessary to communicate the message to targeted groups. Materials that will be utilized are brochures with information about Ivy Bound Academy 2, the mission statement of the school, newsletters, lottery applications, and contact information. Additionally, IBA’s website includes information about the school’s mission, vision, goals and values along with additional information regarding our innovative programs and opportunities at IBA schools. Contact information and how to apply for the lottery and the lottery application are also available on-line.

Please see Appendix 6H_8 for outreach materials

IBA 2 will follow the recruitment process implemented successfully at the Sherman Oaks IBA site. Such practices include:

1. Targeting the siblings of older IBA students, as these families already know the expectations and culture of IBA and know that this model is a match for their family.
2. 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.
3. All lottery forms are available on the website in Spanish and English and can be translated into other languages as needed.
4. 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. In addition, students and staff participate in community based 5Ks and events to spread the word about our innovative and successful school.
5. The Ivy Bound Academy PTA (IBAPTA) sponsors a monthly fundraising event at local eateries throughout the San Fernando Valley with proceeds supporting the school. These events help to strengthen the school community and pride. In addition, they provide mutually beneficial and positive interactions with our community stakeholders and business owners. At each event, an information table is set up with applications, informational flyers, and newsletters to give the community and potential new families, information about our school. Furthermore, students, staff and current families are on hand to answer questions and collect applications.
6. Current IBA families have volunteered to post, or handout, applications at various sites that they frequent. Some examples include, the community boards at Vallarta Supermarkets, Boy and Girl Scout meetings, as well as soccer practices and parks.
7. Development of partnerships families who will allow us to place posters, school information and applications at their family operated businesses.
Through these efforts, IBA- Sherman Oaks has succeeded in recruiting a student body that is ethnically, culturally and socioeconomically diverse. It is our hope, that by implementing the same dedicated outreach efforts at IBA Northridge, we will be able to achieve an enrollment that is diversified and reflective of the many cultures and ethnicities that make up the landscape of the San Fernando Valley and greater Los Angeles as a whole.

**Element Eight: Admissions Requirements**

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

**Assurances**

IBA 2 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 of the students, parents, or guardians or association with individuals with one or more of the above actual or perceived characteristics. IBA 2 will admit all pupils who wish to attend as outlined in Education Code 47605 (d)(2)(A). Enrollment to the school shall be open to any resident of the State of California. IBA 2 accepts and understands the obligation to comply with all laws establishing minimum age for public school attendance. IBA 2 will not enroll pupils over 19 years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements.

**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 2 will actively recruit 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. In order to recruit academically low-achieving and special education students, one of the primary duties of the Principal is that of public relations. S/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.

**Lottery Process**

For a given school year, IBA 2 will accept lottery forms during an application period that extends from the day after the previous school lottery and until 5:00 PM on the last weekday in the month of January prior to the next given school year. These dates are indicated on the website, on the flyers and on the applications themselves.
Following the lottery application period each year, and after accounting for existing students who are guaranteed enrollment in the following school year, applications shall be counted to determine whether any grade level has received more applications than availability. If the number of students applying for enrollment exceeds the charter school’s capacity, entrance shall be determined by random public drawing in accordance with Education Code §47605(d)(2) and all federal requirements.

An explanation of the enrollment process and the rules to be followed during the lottery are available at all times on our web site in English and Spanish and in the office (in English, Spanish, 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 or before the third Wednesday in February, with notification and intent letters mailed within 2 weeks of that date. Students who are not granted enrollment for the next school year will remain on the waiting list unless otherwise requested by the parent to be taken off.

Public 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, on the school web site and on distributed informational flyers regarding the application deadline and the date, time and location of the public drawing, encouraging people to attend (time will be weekday evening to maximize attendance; the location will be at the school site).

Parents who turned in enrollment forms prior to the January deadline will be notified by email and phone regarding the date and time of the public drawing. Each year, IBA will conduct a lottery prior to February 28th, publicizing the date, time and location with reasonable notice of at least one week before the lottery date.

Lottery spaces will be pulled in order of grade level by different community members in the audience. The lottery procedure will be monitored 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.

See Appendix 12 for lottery application and procedures

Lottery Notification and Enrollment Process

All families that submitted an on-time lottery application will be notified at the lottery drawing and by email or phone (if necessary, by U.S. mail) of their admission status (accepted or placement on waiting list). 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. Each student accepting admission will receive an enrollment packet with all of the forms necessary to enroll at IBA 2.
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 1st, 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. The information will be maintained for at least three years.

**Enrollment Process**

The enrollment process is comprised of the following:

- Parent attendance at a school orientation meeting
- Completion of a student enrollment form
- Parent signature of School Contract
- Proof of Immunizations
- Home Language Survey
- Completion of Emergency Medical Information Form
- Proof of minimum age requirements, e.g. birth certificate

**School Orientation Components**

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 September through the end of January 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 and the current LAUSD parent handbook and any other LAUSD required paperwork.
- an overview on Power School, the school’s student information system. Parents are given a troubleshooting guide as well as their unique user name and passwords to access the system. In addition,

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6* Not a pre-requisite to admission but strongly encouraged as discussed below.

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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 2 not to exceed 1% of the Charter School’s revenue, or the District may charge for the actual costs of supervisorial oversight of IBA 2 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, it is recommended that the Charter School will (at all times) maintain a funds balance (reserve) of its expenditures as outlined required by section 15450, Title 5 of the California Code of Regulations.

**Special Education Revenue Adjustment/Payment for Services**

In the event that IBA 2 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 IBA 2, IBA 2 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 2. Should this revenue stream be insufficient in any fiscal year to cover any such costs, IBA 2 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 2 agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its 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 2 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 IBA 2’s 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 2 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 IBA 2. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24 hours notice.

IBA 2 will develop and maintain internal fiscal control policies governing all financial activities.

**Annual Audit**

The books and records and annual audit of IBA 2 will be kept in accordance with generally accepted accounting principles, and as required by applicable law.

IBA 2 hopes to follow the model of the first IBA and have clean audits each year through independent auditor, Hill, Morgan & Associates LLP. An annual independent fiscal audit of the books and records of IBA 2 will be conducted as required under section 47605(b)(5)(I) and 47605(m), in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controllers Guide. The independent fiscal audit of Ivy Bound Academy 2 will be 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.

**Reports**

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

1. Provisional Budget – Spring prior to operating fiscal year
2. Final Budget – July of the budget fiscal year
3. First Interim Projections – November of operating fiscal year
4. Second Interim Projections – February of operating fiscal year
5. Unaudited Actual – July following the end of the fiscal year
6. Audited Actuals/ (Audited Financial Statements) - November following the end of the fiscal year (also to State Controller, LACOE, and County Superintendent of Schools.)
7. Classification Report – monthly the Monday after close of the last day of the school month
8. Statistical Report - monthly the Friday after the last day of the school month. In addition:
   a. P1, first week of January
   b. P2, first week of April
9. Bell Schedule – annually by November
10. 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 2 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 6i(2)). Each family will receive a copy of these policies and will be 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 2 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.

From the initial setting of expectations through the school's consistent reinforcement of student standards, IBA No. 2 students will be constantly acculturated to the school's values and expectations. IBA No. 2 will create a school environment in which inappropriate behavior is recognized by teachers, parents and students as harmful to the interests of all and, therefore, not acceptable.

By utilizing a range of progressive disciplinary options, IBA 2 will curtail misconduct before there is a need for more serious sanctions. Potential actions include, but are not limited to:

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

IBA 2's Principal, or designee, will bear primary responsibility for overseeing all student discipline referrals and based on the severity of the action, will respond fairly and appropriately. The School Principal or designee will document on the Student Discipline Report how the action was handled. The discipline report will be sent home to be signed by the student's parent or guardian and must be returned the following day. A copy will be placed in the student's file and uploaded to Power School for the teachers to be aware.

The school's Student Suspension and Expulsion Policy will promote learning and protect the safety and well being of all students at the school. Staff will enforce disciplinary rules and procedures fairly and consistently.
among all students. Corporal punishment shall not be used as a disciplinary measure with any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student. This commitment by IBA 2 does not limit the rights of IBA 2 employees to use force that is reasonable and necessary to protect the employee, student(s), staff or other persons, or to prevent damage to school property.

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

**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.

**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) and (d), 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.

**Mandatory Recommendation for Expulsion:**

Under the provisions of Education Code 48915(a)(1) - (5) and 48915(b), a student who has committed one of the following acts of misconduct must be recommended for expulsion unless there is a finding that expulsion would be inappropriate under the circumstances:

1. 48915(a)(1): Caused, attempted to cause, or threatened to cause physical injury to another person, except in self defense.
2. 48915(a)(2): Possession of any knife or other dangerous object of no reasonable use to the student.
3. 48915(a)(3): 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.
4. 48915(a)(4): Committed or attempted to commit robbery or extortion.
5. 48915(a)(5): Assault or battery upon a school employee.

If there is a recommendation for expulsion based on a violation of any of the offenses identified in Ed. Code 48915(a)(1-5), the governing board or its designated committee may- but is not required to- expel based on a finding that the student committed the offense and either: (a.) other means of disciplining are not feasible or have repeatedly failed to correct the behavior; or (b.) due to the nature of the act, the presence of the student would cause a continuing danger to personal safety, see Ed. Code 48915(b). The governing board or its designated committee shall decide within three school days of the hearing whether or not to approve the recommendation to expel.
Discretionary Expulsion/Suspension:

In addition to the foregoing mandatory suspension/expulsion infractions, IBA 2 may suspend or recommend for expulsion a student for any of the following reasons as specified in the California Education Code sections 48900 and 48915 and any other sections of the California Education Code that may apply:

- Physical Injury: caused, attempted to cause, or threatened to cause physical injury to another person (Ed. Code 48900(a)(1)) or willfully used force or violence upon the person of another, except in self-defense (Ed. Code 48900(a)(2)). A violation can require notification to police.

- Weapons, Explosives, Dangerous Objects: 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 by the School Leader or designee of the School Leader (Ed. Code 48900(b)). Notification to police may be required.

- Controlled Substances/ Alcohol: unlawfully possessed, used, 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 (Ed. Code 48900(c)). Notification to police may be required.

- Substances in Lieu of Controlled Substances: Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, alcoholic beverage, or an intoxicant of any kind and then either sold, delivered or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant (Ed. Code 48900(d)). Notification to police may be required.

- Robbery or Extortion: committed or attempted to commit robbery or an act of extortion (Ed. Code 48900(e)).

- Damage to Property: caused or attempted to cause damage to school property or private property—including, but is not limited to, electronic files and databases. (Ed. Code 48900 (f)). Notification to police may be required.

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

- Tobacco: possessed or used tobacco, or any products containing tobacco or nicotine products including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products. (Ed. Code 48900(h))

- Obscenity/ Profanity: committed an obscene act or engaged in habitual profanity or vulgarity. (Ed. Code 48900(i))

- Drug Paraphernalia: unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 1104.5 of the Health and Safety Code (Ed. Code 48900(j)) Notification to police may be required.
o Disruption/ Defiance: 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. (Ed. Code 48900(k))

o Received Stolen Property: knowingly received stolen school property or private property- includes, but is not limited to, electronic files and databases. (Ed. Code 48900(l)) Notification to police may be required.

o Imitation Firearm: possession an imitation firearm, a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. (Ed. Code 48900(m)). Notification to police may be required

o Sexual Assault/ Sexual Battery: (included in Mandatory Expulsion category, Ed. Code 48915 (c) and below): 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. (Ed. Code 48900(n)) Notification to police required for students in grade 4 - 12. The definition of sexual assault includes rape, various types of sexual abuse, and lewd and lascivious conduct. (Penal Code 261, 266c, 286, 288, 288a, 289). Sexual battery is the touching of an intimate part of another person, if the touching is against the will of the person touched, and is for the specific purpose of sexual arousal, sexual gratification, or sexual abuse. (Penal Code 243.4) See also Ed. Code 48915(c) triggering mandatory expulsion procedures in the event of such a violation.

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

o Soma: offering, selling, or negotiating to sell the prescription drug Soma. (Ed. Code 48900(p)

o Hazing: it is a violation to engage in hazing activities or any act that causes, or is likely to cause, personal humiliation or disgrace. (Ed. Code 48900(q) and 32050 - 32052) “Hazing” includes any method of initiation or pre-initiation into a student organization or student body, or any pastime or amusement engaged in with respect to these organizations which causes, or is likely to cause, bodily danger, physical harm, or personal degradation or disgrace resulting in physical or mental harm, to any pupil or other person attending IBA 2. “Hazing” shall not include athletic events or other similar contests or competitions.

o Sexual Harassment: committed sexual harassment (Ed. Code 48900.2), meaning an act which, upon review of a reasonable person of the same gender as the victim, is determined to be sufficiently severe or pervasive so as to cause negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. Sexual Harassment must be unwelcomed by the recipient in order to constitute a violation of Ed. Code 48900.2 and only students in grades 4 -12 are subject to suspension for sexual harassment.

o Hate Violence: caused, attempted to cause, threatened to cause, or participated in an act of hate violence, (Ed. Code 48900.3). Notification to police is required for students in grades K - 12. The definition of hate violence is the use of force or threat of force to intimidate a person in the exercise of a constitutional or statutory right, or damage or destruction of property for the purpose of intimidating or
interfering with a person because of that individual's "race, color, religion, ancestry, national origin, disability, gender, or sexual orientation."

- **Intentional Harassment:** created a hostile educational environment (Ed. Code 48900.4) The definition of intentional harassment is the engaging in harassment, threats, or intimidation directed against a student or group of students, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting a classroom, creating substantial disorder, and invading the rights of the students or group of students by creating an intimidating or hostile educational environment.

- **Terrorist Threats Against School Officials and/or Property:** committed a terrorist threat against school officials, school property or both (Ed. Code 48900.7). The definition of a “terrorist threat” includes any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in: death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in a sustained fear for his or her own safety, his or her immediate family's safety, the protection of school property, and/or the personal property of the person threatened or his or her immediate family. Notification to police may be required.

- **Bullying:** Ed. Code 48900(r) prohibits acts of bullying that are directed specifically toward a student or school personnel, including bullying by means of an electronic act (cyber bullying).

- **Vandalism/ Malicious Mischief:** prohibited conduct includes defacing, damaging or destroying any school property including: books, supplies of all kinds, equipment, buildings and grounds. Parents can be held financially liable for damages up to $10,000 and can also be liable for the amount of any reward not exceeding $10,000 pursuant to Section 53069.5 of the Government Code (Ed. Code 48904).

**Potential Disciplinary Actions**

In general, a suspension may be imposed only when other means of correction fail to bring about the proper conduct. However, with respect to the violations set forth in Ed. Code 48900 sub-sections (a) - (e), the first five enumerated above, an out-of-school suspension may be authorized for a first offense. Additionally, a suspension for any of the above listed violations is permissible if a student's presence causes a danger to persons or property or threatens to disrupt the instructional process. Expulsion for a violation of subsections (a) - (e) is permitted based upon the recommendation of the School Principal and a finding by The IBA 2 Executive Board at an expulsion hearing (or a designated committee thereof) that the student committed the offense and that either: (a) other means are not feasible or have repeatedly failed to correct the behavior; or (b) due to the nature of the act, the student's presence would cause a continuing danger to personal safety. (Ed. Code 48915(b)

With respect to the remaining violations set forth above, except as otherwise noted, a suspension is permitted only when other corrective actions have failed to bring about the proper conduct. However, prior corrective action is not a prerequisite if a student's presence would cause a danger to person's or property, or threaten to disrupt the instructional process. (Ed. Code 48900.5) Expulsion for these offenses are limited to situations in which the Executive Director or School Principal has made a recommendation based on a finding that one of these enumerated offenses was committed, and there is a finding by the Board (or a properly empowered committee thereof) that either: (a) other means of disciplining are not feasible or have repeatedly failed to correct the behavior or (b) due to the nature of the act, the presence of the student would cause a continuing danger to someone's personal safety. (Ed. Code 915(e)
EXPULSION AND/OR SUSPENSION PROCEDURES

Procedures in Cases Involving Suspension

STEP ONE:
The School Principal, designee or teacher investigates the incident and determines whether or not it potentially merits suspension. Searches: in order to investigate an incident, or where there is reasonable suspicion, a student's attire, personal property, vehicle or school property, including books, desks, and school lockers, may be searched by the School Principal or designee who has a reasonable suspicion that a student possesses illegal items or illegally obtained items. These may include illegal substances, drug paraphernalia, weapons or other objects or substances that may be injurious to the student or others. Illegally possessed items shall be confiscated and turned over to the police.

STEP TWO:
An informal conference conducted by the 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.

STEP THREE:
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.

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

STEP FIVE:
The School Principal determines whether the offense warrants a report to law enforcement authorities. California law requires that IBA 2 report certain offenses to law enforcement authorities (Ed. Code 48902). In such cases, the appropriate law enforcement agencies will be notified. In addition to the offenses listed under "Mandatory Expulsion/ Suspension" that require a police report, school personnel may be required by law, to file a report to the police or a legal agency as follows:

- prior to suspending a student from school for an assault upon any person with a deadly weapon or by force likely to produce great bodily injury (Ed. Code 48902)
• a non-accidentally inflicted physical injury upon a minor student by another student which requires medical attention beyond the level of school applied first aid. (Penal Code 11166)
• a non-accidentally inflicted physical injury by any person upon any minor which requires any medical attention. A report must be made to police or a child protection agency. (Penal Code 11166)
• actual or suspected sexual abuse or physical abuse of any minor child. A report must be made to a child protection agency. (Penal Code 11166)
• an attack or assault on, or the menacing of, any school employee by a student. (Ed. Code 44014)
• a directly communicated threat by a student or any person to inflict unlawful injury upon the person or property of a school employee to keep the employee from fulfilling any official duty or for having fulfilled any official duty.
• possession of any controlled substance, drug paraphernalia, alcoholic beverages or intoxicants, including glue containing toluene. Possession of such materials is illegal, and upon confiscation, cannot be retained by school personnel. (Ed. Code 48900(c)
• acts of school misconduct in violation of court imposed conditions on probation. (Ed. Code 48267)
• truancy of any student under court ordered mandatory attendance.

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

**Appeals Process**
A student or the student's parents/guardians may appeal an out of school suspension that is imposed upon a student for his/her school related offenses. An appeal in writing may be made to Ivy Bound Academy 2 and directed to the Executive Director. Such appeals shall be resolved with a written response within fifteen (15) school days. After appeal at the Ivy Bound Academy 2 administrative level, if further review is desired, the appeal may be extended to the Ivy Bound Academy 2 Executive Board of Directors for resolution with a written response within twenty (20) school days which may necessitate a special board meeting depending on the board's calendar of meetings. Any school leader or other school personnel involved with the recommendation of suspension shall not participate in any vote by the governing board concerning such an appeal. If an appeal is denied, the parent may place a written rebuttal to the decision in the student's file. As addressed in Ed. Code 48903(a), the total number of days for which a pupil may be suspended from school shall not exceed 20 school days in any school year or 10 school days for students with IEPs, unless for purposes of adjustment, a pupil enrolls in or is transferred to another regular school, an opportunity school or class, or a continuation education school or class, in which case the total number of school days for which the pupil may be suspended shall not exceed 30 days in any school year.

**Procedures in Cases Potentially Involving Expulsion**

**DEFINITION:**
Expulsion is the involuntary removal of a student from all schools and programs of Ivy Bound Academy 2 for an extended period of time for acts of specified misconduct. Except for single acts of a grave nature and mandatory grounds for expulsion, expulsion is used only where there is a history of misconduct, when other forms of discipline, including suspension, have failed to bring about proper conduct, or when the student's presence causes a continuing danger to other students. Final action is only taken by vote of the IBA 2 Board of Directors or a specially designated committee thereof.
STEP ONE:
If the Executive Director/Principal or his/her designee recommends expulsion, the School shall promptly provide written notice to the student and parents/guardians of the rights and responsibilities enumerated in Education Code section 48918, including the basis for a recommendation to expel, the right to a public hearing, as well as the date, time and location of such a hearing.

STEP TWO:
The School's notification shall include a statement of facts supporting the recommendation to expel, including the substance of any witness statements. These papers may also include a record of student attendance and grades and a record of previous infractions.

STEP THREE:
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, unless the student and parent/guardian request a postponement. Likewise, the hearing shall not be held less than ten days following the written notification of due process rights unless the student and family/guardian waive their rights to ten days' notice. (Ed. Code 48918)

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

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

STEP SIX: Within three school days after the hearing, the IBA 2 board designated subcommittee shall decide whether or not to approve the recommendation to expel. In connection with such a decision, no school leader or other school personnel who were involved in the underlying disciplinary action shall participate in any vote by the governing board or designated committee thereof. Any decision to accept the recommendation to expel must be based upon a finding of facts derived from the evidence presented to the board. Any decision to expel must be based upon substantial evidence relevant to the charges adduced at the expulsion hearing. In the case of expulsion, the parent/guardian will enroll the student in another school and IBA 2 shall immediately notify the Charter Schools Division of the Los Angeles Unified School District of the expulsion and shall provide the
District with a copy of the cumulative record of the pupil, including a transcript of grades or report cards, and health information. Parents have the right to appeal expulsions to the full board of IBA 2. A parent must submit an appeal within 10 days of being informed of the expulsion decision by the board's subcommittee.

The designated subcommittee of the IBA 2 board, upon voting to expel a pupil, may suspend the enforcement of the expulsion order for a period of not more than one calendar year and may, as a condition of the suspension of enforcement, assign the pupil to a school, class, or program that is deemed appropriate for the rehabilitation of the pupil. The rehabilitation program to which the pupil is assigned may provide for the involvement of the pupil's parent or guardian in his or her child's education in ways that are specified in the rehabilitation program. A parent or guardian's refusal to participate in the rehabilitation program shall not be considered in the IBA 2 board's determination as to whether the pupil has satisfactorily competed the rehabilitation program. (Ed. Code 48917) IBA 2 will hold a readmission hearing to potentially lift the expulsion at the end of the term of the expulsion.

Procedures in Cases Involving a Suspension Pending a Hearing to Expel

As set forth in Education Code section 48911(g), a suspension may, under certain circumstances, be extended if a hearing to expel or impose a semester-long suspension on the student is being processed by the governing board. However, such an extension is only permissible if the Executive Director or his/her designee has determined, following a meeting with the student (to which the parents have been invited to participate) that the ongoing presence of the student at the school would: (a) cause a danger to persons or property; or (b) threaten to disrupt the instructional process.

District Required 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 2 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 2, IBA 2 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 and documentation that the Charter School's policies and procedures were followed
• student's current educational placement
• copy of parental notice expulsion
• 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 2 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 student's disability: B) Was the misconduct a direct result of the Charter School’s failure to implement 504 Plan?

**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 and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

**Reinstatement**

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

IBA will collect and produce data regarding the suspension and expulsion of special education students as required by the Modified Consent Decree. IBA will adhere to all provisions of the Individuals with Disabilities Education Act (IDEA) and its amendments, Section 504 of the Rehabilitation Act, AB 602, ADA, the modified consent decree and the *Chanda Smith* Consent Decree.

**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?

**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 Policy**

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.
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)

Retirement System

Staff at IBA No. 2 participates in the federal social security system and have access to other school-sponsored retirement plans according to policies adopted by the Board of Directors for the school’s employees. 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 No. 2 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 No. 2, 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 No. 2 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 on site business manager and the Charter School Management Corporation (CSMC) will ensure appropriate arrangements for STRS, 403B, and Social Security coverage.

IBA 2 accepts and understands its obligations to comply with specific sections of the Education Code Section 47611.

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.

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)
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.

Please see Appendix 6i(1) for Employee Handboo

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)

Pupils who choose not to attend Ivy Bound Academy 2 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.

Parent(s) or guardian(s) of pupils enrolled at IBA 2 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 2 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 2 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 2 will not be covered by his or her respective collective bargaining unit agreement, although IBA 2 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)
Disputes Arising Between IBA 2 and the District - Boilerplate Language

The staff and governing board members of IBA 2 agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and IBA 2, 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 2 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 2
   c/o School Director
   20040 Parthenia Street
   Northridge, CA 91324

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

2. A written response ("Written Response") shall be tendered to the other party within 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.
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.

Disputes Arising from within the School

The Board of Directors of Ivy Bound Academy 2 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 2’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.
The parties involved will first discuss and attempt to resolve the issue before proceeding further. If the conflict
cannot be resolved with discussion, the parties involved will ask a peer to help resolve the dispute. 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:
  • Students ask a teacher or administrator
  • Teachers ask another teacher or an administrator
  • Administrative staff asks a teacher, another administrator, or the chair of the Board of Directors
  • Clerical or other staff ask an administrator
  • Parents ask another parent, the chair of the Parent Advisory Council, or the Executive Director

All Ivy Bound Academy 2 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 2 is deemed the exclusive public school employer of the employees of IBA 2 for the purposes of the
Educational Employee Relations Act (EERA).

As such, Ivy Bound Academy 2 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 of 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 2 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 IBA No. 2 if the District finds, through a showing of substantial evidence, that the Charter School did any of the following:

- IBA 2 committed a material violation of any of the conditions, standards, or procedures set forth in the charter.
- IBA 2 failed to meet or pursue any of the pupil outcomes identified in the charter.
- IBA 2 failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- IBA 2 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 IBA 2 in writing of the specific violation, and give IBA 2 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 2 either by the IBA 2 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” apply 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:

- Parents or guardians of students. Written notification to parents/guardians/caregivers of the enrolled students of IBA 2 will be issued by IBA 2 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.

- The authorizing entity
- The county office of education. Written notification to the Los Angeles County Office of Education of the Closure Action shall be made by IBA 2 by registered mail within 72 hours of the decision to Closure Action. Charter School shall provide a copy of this correspondence to the ICSD.
- 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 IBA 2 by registered mail within 72 hours of the decision to Closure Action. Charter School shall provide a copy of this correspondence to the ICSD.
- 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.
- The CDE. Written notification to the California Department of Education of the Closure Action shall be made by IBA 2 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:

- The effective date of the closure
- The name(s) of and contact information for the person(s) handling inquiries regarding the closure
- The students’ school districts of residence
- 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:

- A description of the circumstances of the closure
- The location of student and personnel records

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

- Information on how to transfer the student to an appropriate school
- 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.
- 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 2 shall observe the following in the transfer and maintenance of school and student records:

- 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.
- 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.
- 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.
- 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.
- The Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
- 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.
- 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 2 shall ensure completion of an independent final audit within six months after the closure of the school that includes:

- 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.
- 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.
- 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 IBA 2. 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 2 will be the responsibility of IBA 2 and not LAUSD. IBA 2 understands and acknowledges that IBA 2 will cover the outstanding debts or liabilities of IBA 2. Any unused monies at the time of the audit will be returned to the appropriate funding source. IBA 2 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 IBA 2 participates, and other categorical funds will be returned to the source of funds.

IBA 2 shall ensure the completion and filing of any annual reports required. This includes:

- Preliminary budgets
- Interim financial reports
- Second interim financial reports
- 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:

- The return of any donated materials and property according to any conditions set when the donations were accepted.
- The return of any grants and restricted categorical funds to their source according to the terms of the grant or state and federal law.
- 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.

- The corporation’s bylaws will address how assets are to be distributed at the closure of the corporation.
- A copy of the corporations 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 2 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 2 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

- File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- File the Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).
- Make final federal tax payments (employee taxes, etc.)
- File the final withholding tax return (Treasury Form 165).
- 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 2’s right to operate as a Charter School or cause IBA 2 to cease operation. IBA 2 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 20040 Parthenia Street, Northridge, CA 91324 which is located within the boundaries of LAUSD.

Names of District (traditional and charter) school sites near proposed location:

**Elementary Schools Within 2 Miles**
- Napa Street Elementary School
- Superior Street Elementary School

**Middle Schools Within 5 Miles**
- Sutter Middle School
- Nobel Middle School
- Ernest Lawrence Middle School
- Columbus Middle School
- Northridge Middle School
- Woodland Hills Academy
- Holmes Middle School
- Our Community Middle School
- Multi Cultural Learning Center
- Ivy Academia
- James Jordan Middle School
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**:  
  - **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  
  - **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.

- **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.
• **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 shall implement any corrective actions, orders to comply, or notices issued by the authorized building and safety agency. 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 Occupancy 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.