PUBLIC SCHOOL CHOICE PROCESS
IVY ACADEMIA ES#2 PROPOSAL FOR VALLEY REGION ELEMENTARY #10

1. Executive Summary

1a. Assurances

- Ivy Academia Charter School ("IA") has been recognized by the IRS as a 501c3 not-for-profit Corporation (See **Appendix A**).

- According to LAUSD, Valley Region Elementary ES#10 ("VRES#10") is intended to relieve the overcrowding of Fulbright ES, Melvin ES, Sunny Brae ES and Winnetka ES. If awarded to operate VRES#10, Ivy Academia ES#2 ("IAES#2") intends to provide enrollment preference to all students that live within the attendance area of these four schools, including students with disabilities.

- IAES#2 intends to make every effort within the limitations of the Charter School Laws to ensure that the population of VRES#10 is reflective of the student composition at the schools it is intended to relieve. Specifically, IAES#2 intends to hold orientations at each of the relieved schools to ensure that parents at these schools are aware of the opportunities offered to them at IAES#2. On an annual basis, the IA Board of Directors intends to review student composition at the VRES#10 to ensure that it reflects the composition of the overall school community.

- As shown in **Appendix B**, IA is in a strong financial position. In the 2008-09 school year, it generated over $1 million in Excess Operating Funds and has a Liquidity Ratio of 1.9 as of June 2009.

- IAES#2 intends to adhere to the terms, conditions and requirements of the Modified Consent Decree and other court orders imposed upon LAUSD pertaining to special education as long as it continues to be a member of LAUSD SELPA.

1b. Student Population:

LAUSD Schools	# of Students	Multi-Track School?	Program Improvement?	Met School-wide Growth Target	Met Subgroup Growth Targets	API Score	API State Ranking	Similar Schools Rank	Students Eligible for Free/ Reduced Lunch	Major Ethnicity #1	Major Ethnicity #2	Major Ethnicity #3
Fullbright ES	581	No	N/A	Yes	No	799	6	10	80%	83% H	5% W	4% A/F
Melvin ES	672	No	Year 1	Yes	Yes	778	6	6	75%	72% H	9% A	7% W
Sunny Brae ES	764	No	Year 4	Yes	Yes	735	3	4	86%	83% H	7% A	3% AA
Winnetka ES	570	No	Year 3	No	No	747	3	2	83%	73% H	10% A	7% W

H = Hispanic	W = White (non Hispanic)	A = Asian	F = Filipino	AA = African American

VRES#10 is located in the Winnetka area of the San Fernando Valley. According to LAUSD, this new school is expected to relieve overcrowding of Fulbright ES, Melvin ES, Sunny Brae ES and Winnetka ES. As evidenced in the table above, VRES#10 is expected to serve a student population that is about 78% Hispanic, with about 77% qualified for free and reduced meals (SES) and 48% English Language Learners (ELL). Three of the schools that are being relieved are in Program Improvement with Sunny Brae entering Year 4 in the Program .

For the last three years a portion of IA's elementary program has been located at Sunny Brae ES, one of the schools that is being relieved by VRES#10, with a higher number of students from the attendance area than any other LAUSD elementary school. IA is an API 8,8 school with an API score of 838 and all subgroups, including Hispanic and SES, scoring above 800 (see **Appendix C**). Over the last three years, IA has met all its AYPs,

including ELA and Math AMOs for Hispanic and SES subgroups. In addition, the school was able to reduce an API gap between White and SES students from 72 to 41 points.

1c. Vision, Mission and Philosophy: The charter school anticipates full enrollment of 520 students in grades K-5th in the first year of operations at VRES#10. IAES#2 is a replication of the already established and successful elementary program of Ivy Academia (IA), a WASC-accredited K-12th grade charter school located in the West San Fernando Valley (SFV), which offers rigorous, standards-based curriculum with an entrepreneurial focus. The school is the work of passionate parents, educators, and business professionals whose **vision** has consistently been to educate the next generation of entrepreneurs in a safe, caring environment that enables every graduate to be prepared for college and the career of his/her choice.

The **mission** of IA is to help each child reach his/her fullest potential by cultivating an active village of parents, community members, and stakeholders who work together to provide a personal and conceptual learning environment for each student. IAES#2 aims to educate individuals for the 21st century by teaching them to think [delete space here]critically; understand and internalize the responsibilities for participating in and contributing to a diverse society; and master the continually changing technological skills that are integral to successful functioning within society. IA's ultimate goal is to enable students to become self-motivated, competent, and life-long learners. **See Appendix D for IA's Expected School-Wide Learning Results (ESLERS) over the next 5 years.**

Ivy Academia's **philosophy** is that learning occurs <u>experientially</u>, over time, with cultural and related experiences building upon one another to form a strong academic and personal foundation of knowledge, skills, attitudes, and values. This philosophy is exemplified in the innovative cornerstone of IA: the creation of Ivy Community (IC), a school-wide micro-society where, in addition to attending core classes, students have specific responsibilities related to real experiences. For instance, students receive salaries, pay rent, collect taxes, create and operate businesses, hire employees, earn profits, pass laws, argue in court, etc. Students also practice and demonstrate competency in such 21st century entrepreneurial skills as goal-setting, team-building, creative problem-solving, and money and health management. While demonstrating mastery of the California State Content Standards for Reading/Language Arts, Math, Science, History/Social Science, Physical Education, Fine Arts and Foreign Language, IAES#2 students will simultaneously exhibit mastery of entrepreneurship as detailed in the <u>National Content Standards for Entrepreneurship</u> developed by the Consortium for Entrepreneurial Education.

This curricular approach of blending academic and entrepreneurial standards to better motivate students is based upon the research of Marilyn L. Kourinsky, Vice President, Kauffman Center for Entrepreneurial Research at UCLA, and William B.Walstead, Director of the National Center for Research in Economic Education, which indicates that, "Education for entrepreneurship and entrepreneurial thinking must be broad based, drawing upon many content areas" [1]. This philosophy and research-based pedagogy serves as the springboard from which our standards-based curriculum program has been developed. **IA's educational philosophy emphasizes experiential learning that produces a much higher retention rate than most traditional school programs[2]. (See Table 1 below)**

Table 1: Traditional Learning vs. Experiential Learning	
Traditional Learning	**Experiential Learning**
Subject centered	*Student centered*
Single text-oriented	*Resource-based learning*
Whole class instruction	*Cooperative group work*
Limited use of technology	*Wider use of technology*
Provincial learning	*Community-based learning*
Teacher as instructor	*Teacher as facilitator*

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[1] Kourilsky, M.L. & Walstead, W.B., (2000). *The E Generation.* Kendall/Hunt Publishing Company. Dubuque, IA.
[2] Source: National Training Laboratories, Bethel, Maine

Educators as resource people	Business & community members as resource people
Developed/supported by educators	Developed/supported by various partners and educators
Limited financial support	Additional financial support through grants

The IA curricular approach has been particularly successful in socio-economically disadvantaged communities like Winnetka. The National Federation for Entrepreneurial Education (NFTE) runs numerous K-12 entrepreneurial programs in under-privileged communities. A 7-year study conducted by the Harvard Graduate School of Education has found that NFTE programs in these communities have 1) increased interest in attending college by 34%, 2) increased occupational aspirations by 44%, 3) increased independent reading by 4%, and 4) increased leadership behavior by 8.5% as starters/founders and 13.2% as leaders.

1d. **Education Plan:** IAES#2 is designed to address the critical need for innovative educational alternatives for students in the Winnetka community where VRES#10 is located. The IA educational program is intrinsically related to the community because IA's curriculum not only encompasses the traditional curriculum of California public schools, as detailed in the State Content Standards and as mandated by No Child Left Behind (NCLB), but also incorporates entrepreneurial skills to enhance students' research and reasoning abilities, promotes competence in all forms of written and oral communication, and emphasizes application of knowledge and learning in practical, meaningful ways that enable students to become productive members of their communities.

IA's course of study is an integrated, thematic approach that ties the separate disciplines of the curriculum together into studies of the physical universe, works of nature, art, music, and the human experience. The foundational implementation of Bloom's Taxonomy and Covey's 7-Habits of Highly Effective People inspired IA to develop an instructional model that effectively leads to higher student achievement. For the last three years, IA's Academic Director, in collaboration with administrators and teachers, has developed quarterly benchmarks that are aligned with California content standards. On specified re-teach days, teachers switch classes to re-teach concepts that were not mastered according to benchmark results. This strategy has proven effective at increasing student mastery of State Content Standards.

IA has embraced the research and investigations of the learning process conducted by John Dewey, Margaret Meade, John Holt, David Ekland, Harvey Daniels, and other educators who are committed to the belief that relevant learning experiences that address real-life questions in a safe environment where experimentation is encouraged result in durable learning and enthusiasm for the learning process. IA teachers develop hands-on, engaging and consistently challenging lessons. IA teachers are encouraged to share during regularly scheduled professional development and grade level meetings. Ongoing professional development includes the support of mentor teachers, the Principal, and the Academic Director, all of whom frequently visit classrooms to facilitate the implementation of best instructional practices and provide ongoing coaching.
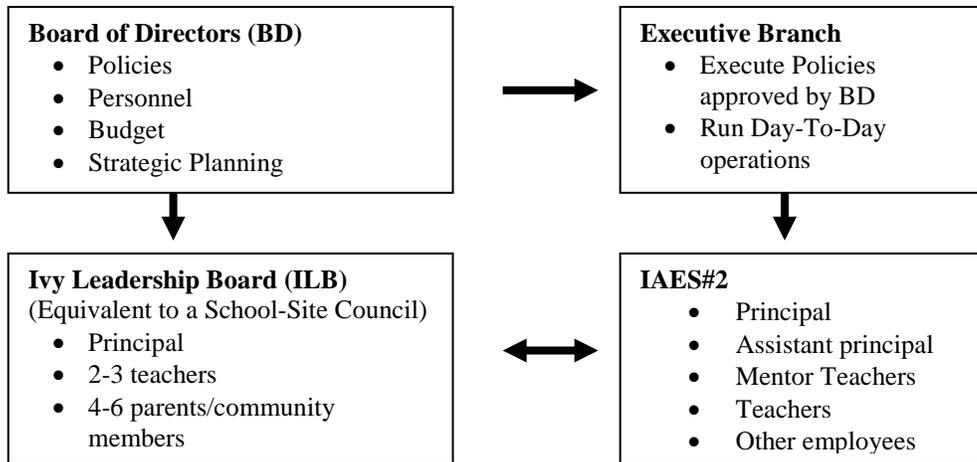
1e. Community Impact and Involvement: IA has been a part of the Winnetka community for the last three years because a portion of its elementary program is located at Sunny Brae ES. We believe that IAES#2 aligns with community needs because IA's curricular approach has been particularly successful with students from socio-economically disadvantaged communities like Winnetka. The National Federation for Entrepreneurial Education (NFTE) runs numerous K-12 entrepreneurial programs in under-privileged communities. A 7-year study conducted by the Harvard Graduate School of Education has found that NFTE programs in these communities have 1) increased student interest in attending college by 34%, 2) increased students' occupational aspirations by 44%, 3) increased students' independent reading by 4%, and 4) increased student leadership behavior by 8.5% as starters/founders and 13.2% as leaders.

IA has established a strong relationship with the Winnetka Neighborhood Council, Councilmen Zine and Smith, who represent the Winnetka area, the West Valley Police and Fire Stations, the YMCA and the Boys and Girls Club. We believe that these community partnerships will help us to further the mission and vision of the school

through community outreach. An ongoing challenge is to obtain community support for the important goal of preparing students to be ready for college. Partnerships with community based organizations are critical to the success of our efforts. The Winnetka Neighborhood Council has voted unanimously to support the Public School Choice Application for VRES#10 of IAES#2.

1f. Leadership/Governance: IAES#2's planning team is comprised of a cross-section of administrators, teachers, parents and community members. These individuals represent a depth and breadth of skills and have the collective capacity to build a successful educational program at VRES#10. Members of the team include the current Executive Director and Principals of a successful charter school, Resource Specialists, including the former Pupil Personnel Director for Solana Beach SD (responsible for that district's special education, health services and psychological programs), the former ELL Coordinator at Darby ES, the parent of a special education student, the 2009 winner of the LAUSD and LACOE teacher of the year award, and Winnetka area community members.

IAES#2 recognizes that parents are entrusting us with the tremendous responsibility of educating and facilitating the maturational process of their children. IAES#2 also recognizes that parents are an extremely important part of successfully accomplishing this goal. IAES#2 views parents as assets to our school community and will seek to develop a working partnership by both inviting parents to come to us and by going to them. Parents will continue to play a major role in the school's evolving governance structure. IAES#2 views teachers as the experts in curriculum and instruction. As the primary executors of the school's educational program, teachers are the day-to-day stewards of the school's mission and vision. IAES#2's teachers are given authority in all matters related to curriculum, instruction, and student achievement. IAES#2's teachers are a critical part of the educational decision-making process. IA teachers confer amongst themselves and with administrators, addressing concerns, student progress, student needs, professional development plans, long-range school plans, and other governance issues. The following is an evolving organizational design of all IA's schools that emphasize strong leadership and inclusive/shared governance.

Board of Directors (BD) • Policies • Personnel • Budget • Strategic Planning	**Executive Branch** • Execute Policies approved by BD • Run Day-To-Day operations
Ivy Leadership Board (ILB) (Equivalent to a School-Site Council) • Principal • 2-3 teachers • 4-6 parents/community members	**IAES#2** • Principal • Assistant principal • Mentor Teachers • Teachers • Other employees

1g. Fiscal Plan:
IAES#2 will be an independent charter school that receives funding via the charter funding formula. As indicated in section 1a, IAES#2 expects to serve a significant population of ELL and other at-risk students. These students need smaller classrooms and additional support. Therefore, despite the budget crisis, IAES#2 expects to maintain an average teacher/student ratio of 20:1 in grades K-3rd and 25:1 in grades 4-5. The school is also funding ELL/at-risk community outreach coordinators to provide additional support for these at-risk youngsters and their families. In order for these kids to succeed, we need to educate their families in how to help them.

IAES#2 has a very unique curricular approach. It requires significant initial professional development. That is why IAES#2 has allocated almost 5% of its revenues to professional development in the 2010-11 school year.

2. Curriculum and Instruction

2a. Curriculum Map and Summary: IA's curriculum allows us to demonstrate a mastery of specific subject matter competencies, as detailed by the California State Content Standards for Reading/Language Arts, Math, Science, Social Science, Physical Education and Fine Arts as well as Foreign Language. In addition, our curriculum allows us to show students' competence in entrepreneurship as detailed in the National Content Standards for Entrepreneurship Education developed by the Consortium for Entrepreneurship Education[3]. **See Appendix E. for the Scope and Sequence of what is taught K-5 in all content areas (including SB approved textbooks), Foreign Language, PE, and Performing Arts and how Entrepreneurial Standards are infused into all courses.**

Ivy Academia employs a curricular approach to encourage entrepreneurial thinking and focus on the core attributes of real entrepreneurship. Based on research by Marilyn L. Kourilsky, Vice President, Kauffman Center for Entrepreneurial Research at UCLA, and William B. Walstead, Director of the National Center for Research in Economic Education, "Education for entrepreneurship and entrepreneurial thinking must be broad-based, drawing on many content areas."[4] This concept serves as the foundation upon which our standards-based curriculum program has been developed.

IAES#2 students will be engaged in the curriculum and learning objectives at all times. Teachers are expected to continuously communicate learning objectives to all students while formatively and summatively assessing for student mastery of all concepts and state content standards. The research and investigations of the learning process, as conducted by John Dewey, Margaret Meade, John Holt, David Elkind, Harvey Daniels and others, clearly suggests that learning best occurs when students are actively engaged in their own learning. This requires that students are involved in conversations about learning objectives, instruction, and assessment.

In addition to the aforementioned curricular programs, our course of study utilizes an integrated entrepreneur thematic approach that ties the separate disciplines of the curriculum together into studies of the physical universe, the world of nature, art, music, and the human experience. It is important to note that entrepreneurship is embedded into curricular content areas. State-content standards serve as the foundation for all curriculum and instruction. For example, concepts of entrepreneurship are in natural alignment with virtually all mathematics concepts. Specifically, students at the elementary level are exposed to attitudes and values of entrepreneurship, such as creativity, leadership, ethics, teamwork, persistence, and risk-taking. Partnerships with community business and non-profit organizations are fostered in order to involve the community in the school. Studies at the elementary level serve as the foundation for the more formal application and integration of an entrepreneurial curriculum into the middle and high school programs.

Certain skills and content may be taught through all or several of the school years, sometimes in more than one subject. Examples include library, research, study, and reference-book skills; thinking skills; vocabulary, spelling, and handwriting; measurement; calculator use; computer skills; graphs, tables, current events; famous people; and careers.

This integrated approach is one of Ivy Academia's great strengths. **See Appendix F for an example of a Long-Range Pacing Plan.** As an example, math courses include product cost assessments and pricing, financial management and sales concepts, while computer science and art courses incorporate topics in marketing and advertising. Students are constantly and consistently stimulated in entrepreneurship issues and immersed in the entrepreneurial mindset as early as kindergarten. Literature, the arts, history, social issues, government,

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[3] http://www.entre-ed.org/Standards_Toolkit/index.htm
[4] Kourilski, M.L. & Walstead, W.B., (2000). *The E Generation.* Kendall/Hunt Publishing Company. Dubuque, IA.

economics, architecture, medicine, science, and the study of technology all complement one another in our curriculum.

Entrepreneurial education is important, and even crucial, for several reasons.

❑ It lets students know that starting and operating a business – becoming an entrepreneur – is a career option that is open to them, just like being a teacher, plumber, etc. This is particularly important for youth who may not plan to go on to higher education.

❑ Teaching entrepreneurship and 21st century life skills to students in elementary school gives students many options and opens doors to many opportunities for them in middle school, high school and beyond. This prepares them for the study of entrepreneurship and business in secondary school and college if they desire to do so.

❑ Teaching students about entrepreneurship reinforces their basic skills in reading, math and language arts because as they learn about how to start a business (a topic students typically find exciting and interesting), all of the basic skills are required.

❑ Students increase their financial literacy skills by learning how to start and operate a business. Experiences provided by the entrepreneurial curriculum (Ivy Community) provide a bridge between school and real world work. No other part of the primary education system teaches young people about creating their own business, yet small businesses represent a large percentage of all employers.

❑ People who learn business concepts and entrepreneurship but do not go on to become entrepreneurs become better employees in companies (intrapreneurs) because they understand what it takes to make a company successful.

Entrepreneurial education helps increase students' motivation to learn; enhances their self-esteem and personal growth; helps develop their problem-solving skills; helps them learn to manage their finances; and helps develop in them the sort of optimistic outlook and self-reliant attitude that will benefit them for their entire working lives.

The cornerstone of IAES#2's Entrepreneurial Education component is *Ivy Community* (IC). IC is a school-wide micro-society where, in addition to attending regular classes, students have specific responsibilities that relate to the "real world." For instance, students receive salaries, pay rent, collect taxes, earn profits, pass laws, argue in court, etc[5]. IC consists of five components: entrepreneurship, banking, government, and legal and judicial systems. Entrepreneurs run businesses, hire employees, pay taxes and expenses, and earn profits. The banking sector manages the flow of funds within Ivy Community. The government sector sets rules for the community. The legal sector monitors the enforcement of these rules, and the judicial sector makes sure that the rules established by the government are upheld and that those who do not obey them receive appropriate consequences.

IAES#2 will offer a choice of foreign languages which may include Mandarin, Spanish, French and/or Russian. Students will obtain basic verbal and written knowledge in at least one foreign language. Foreign language courses will aid the student in understanding and appreciating the culture and traditions of the native speakers of the foreign language being studied.

The instructional design addresses identified needs of all students, including students with special needs, second language learners and those considered to be high-achieving and/or gifted, to facilitate high academic achievement

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[5] Ivy Community has been modeled around school-wide micro-societies successfully run by some public and charter schools in Florida.

levels according to the California content standards. IAES#2 employs the "best practices" approach, whereby instructional methods and materials are based on standards-based assessments to guide and plan instruction. For the last three years, IA's Academic Director, in collaboration with administrators and teachers, has developed quarterly benchmarks that are aligned with California content standards. On specified re-teach days, teachers switch classes and re-teach concepts which, according to benchmark results, were not mastered by students. This has proven effective at increasing student mastery of State Content Standards. Additionally, methods of instruction include a team approach whereby families participate in the school's design and are encouraged to volunteer in the classroom and school activities.

IAES#2 provides parents and students with expanded educational opportunities within the public school system in a shift to performance-based accountability.

The foundational coursework, as outlined above, uses a rich repertoire of research-based, differentiated instruction such as:

- Direct Instruction with a 5-Step Lesson Design that includes a connection with the culture and background of our students and a connection to previous learning, as well as an immediate evaluation of learning in the form of an "exit ticket" that asks students to restate or apply the concept or skills that they have learned.
- Ensuring that teacher's lectures are accompanied by visual representations like graphic organizers and do not exceed the child's chronological age (a lecture for a 10 year old should not exceed 10 minutes before being allowed to interact with and respond to the information given, even for a brief moment).
- Hands-on Learning that incorporates the Multiple Intelligences of IA's learners (learning math facts/prefixes & suffixes through raps, chants, songs, etc.)
- Numerous opportunities for students to construct their own meaning by learning and applying observation/investigation techniques to their inquiries and experimentations.
- Questioning students using the precepts of Bloom's Taxonomy to generate higher level thinking (evaluation, synthesis and application) that transcends mastery of factual information.
- Cooperative Learning experiences that are carefully crafted to include individual and group responsibility and accountability.
- Access to technology and software to extend learning or to provide additional drill and practice.
- Teacher Expectation Student Achievement (TESA) strategies that include teacher proximity to students, equal distribution of questions, provision of immediate feedback, and provision of wait time after asking questions(ie. 6 seconds) to name a few.

These strategies are used across the curriculum in all subjects and have been found to be effective with a wide variety of students in numerous studies. Their application in the classroom has become the standard for ensuring that students are receiving a Quality Instructional Program. This foundation for a quality education is referred to later in this document as a "Tier 1" level of support available to all students.

2b. Track Record of Proposed Curriculum: As shown in Section 2a, IA's curriculum is standard and research-based. The IA curricular approach has been particularly successful in socio-economically disadvantaged communities like Winnetka. The National Federation for Entrepreneurial Education (NFTE) runs numerous K-12 entrepreneurial programs in under-privileged communities. A 7-year Harvard Graduate School of Education study has found that NFTE programs in these communities have 1) increased interest in attending college by 34%, 2) increased occupational aspirations by 44%, 3) increased independent reading by 4%, and 4) increased leadership behavior by 8.5% as starters/founders and 13.2% as leaders.

In addition, IA has experienced its own successes with this curriculum. For the last three years a portion of IA's elementary program has been located on the Sunny Brae ES campus, which is one of the schools that is being relieved by the creation of VRES#10. The number of students that live within the attendance area of Sunny Brae

ES is now higher than the number of students from the attendance area of any other LAUSD elementary school. IA is an API 8,8 school with an API score of 838 and all subgroups, including Hispanic and SES, scoring above 800. Over the last three years, IA has met all its AYPs, including ELA and Math AMOs for Hispanic and SES subgroups. In addition, the school was able to reduce an API gap between White and SES students from 72 to 41 points.

IA's parents are very satisfied with school progress. In fact, over 90% of parents polled in the spring of 2008 by an independent survey company, Webfeedback.com, have given IA the "overall grade" of either "5" or "4" on a scale of "1" to "5" with "5" being the highest. (See **Appendix G**). In addition, IA was awarded 2009 Readers Choice award as a favorite Public Charter school.

2c. Addressing Needs of All Students: IAES#2 is committed to fostering academic excellence and personal growth for all students. All students are expected to attain high standards, at a minimum attaining proficiency or better in Reading and Mathematics. In order to better accommodate the needs of learners at all levels, IAES#2 anticipates maintaining an average student/teacher ratio of 20:1 in grades K-3, and 25:1 in grades 4-5. IA has developed a CA State Board of Education (SBE) approved Local Educational Area Plan (LEA) to successfully educate a wide range of students, including those who are educationally disadvantaged, those with learning disabilities, English Language Learners, students achieving above grade level, homeless students, socio-economically disadvantaged students, and those at-risk students achieving below grade level. The process of effectively serving these students and identifying their needs involves a defined Intake Procedure. Families choosing to attend IAES#2 will complete an intake packet (available in Spanish and other languages as needed) that includes a Parent Survey, Learning Styles Profile, Home Language Survey, and answers to questions designed to meet Child Find Requirements. Students new to the school participate in Reading/Writing and Math assessments. Knowledge of a student's instructional levels (including learning preferences and needs) assists with appropriate placement in Language Arts and Math classes and immediate access to intervention.

All IA teachers are well-trained in differentiated instructional assessment and instruction methods. Teachers employ authentic and alternative assessments, in addition to standardized district and state tests, to ascertain a student's mastery of core skills and concepts. IA's Director of Student Support Services monitors and coordinates educational and behavioral services for all students with special needs, including students with Individual Education Plans, 504 plans, English Language Learners, Students of Poverty, and those High Achieving and Gifted Students who participate in IA's Gifted and Talented Education (IAGATE) program. All of these students are members of the general education program with access to the performing arts and physical education. Additional supports and services are delivered primarily in the general education classroom with the collaborative support of credentialed Resource Specialists and their Instructional Assistants. IA's Directors of Curriculum and Student Support Services are also dedicated to assisting teachers in providing additional support to students such as re-teaching skills and concepts or extending learning in a 1:1 or small group setting. If more intensive support is required, students are able to access a Resource Center staffed with credentialed Resource Support staff and their assistants. Progress is carefully monitored and documented.

Students considered at-risk for not meeting grade level standards are immediately identified when they score basic or below basic on their benchmarks and CSTs and receive less than 2.0 on their progress reports and report cards. IA does not give "D" grades because student performance less than 2.0 is considered insufficient for the student to have timely and successful intervention to be promoted to the next grade. Early identification of struggling learners is essential to successful intervention. IA blends a Student Success Team (SST) Process, Coordination of Services Team (COST), and Response to Intervention 1 (RtI1) model to provide effective services to struggling learners. If more intensive intervention is required, RtI2 is employed, which is a systematic, data- driven approach that delivers a research-based performance plan for students who consistently fail to master grade-level standards. RtI2 integrates resources from general core, EL programs, and Special Education through a comprehensive system of 1)

research-based core instruction, 2) supplemental or intensive instruction, and 3) consistent measurement of student outcomes to improve student performance academically and behaviorally.

When a student is not adequately accessing the core curriculum, an investigation (per NCLB, IDEIA 2004 and SB 65) that includes the student, parent and staff is begun to: 1) determine if the student is indeed the recipient of "High Quality" (RtI1 instruction); 2) determine if RtI1 alone is adequate to meet a student's needs, or if the student requires additional, standards-based, measurable and prioritized, academic or behavioral goals with increasingly intensive levels of instruction to accelerate his/her learning and/or improve behavior (RtI2); 3) carefully monitor and measure student outcomes; 4) determine if educational decisions about the intensity and duration of interventions are fluid and based upon individual student response to intervention.

Three tiers of intervention are available to struggling learners to help them achieve success: 1. High Quality Education/Universal Level Supports / 80-90% of students (Preventive, Proactive, All-Settings); 2. Targeted Group Interventions / 5-10% (those performing at Basic levels of performance) who require Group Intervention after school or during Saturday School or Summer School Programs; and 3.Those individual students performing at far-below basic who require intensive, individual and durable intervention / 1-5% of the student population. In addition, students and their families are given access to available community resources, including a Communities in the Schools (CIS) program in which adult volunteers and social services are invited into the schools to support teachers and students. For example, parent volunteers have provided support to struggling elementary age readers by implementing a Hooked on Phonics program that has resulted in increased student confidence and reading performance. IA aims to have 80% of its entire student body performing at proficient and above on benchmarks and CSTs. Students not able to demonstrate proficiency are immediately identified and worked with systematically. **See Appendix H for sample RtI1, RtI2 and SST forms that promote a three-tiered intervention process.**

2d.   Accelerated Learning: Students scoring proficient and advanced on their benchmarks and CSTs are placed in Math and Language Arts classes that are rigorously paced and designed to extend and enhance learning. Students who elect to participate in this program are expected to maintain a high level of academic performance, show progress in mastering course requirements, embrace academic challenges, and demonstrate a level of commitment necessary for success in the program. Continued enrollment in the Accelerated Program requires on-going evidence of academic achievement and performance. IA teachers work closely with the Academic Director and Principals to employ the differentiated instructional and assessment techniques described under Section 2a. to inspire student achievement and emotional well-being in a challenging and stimulating learning environment. To increase the number of students who have equitable access to these accelerated classes, multiple measures of assessment are used that include alternative assessments (based upon Multiple Intelligences) and authentic assessments that allow students to demonstrate mastery of standards beyond their performance on paper/pencil tasks.

IAGATE (IA's Gifted and Talented Program) is designed for students whose general intellectual development is markedly advanced related to their chronological peers. The IAGATE program is coordinated by the Directors of Curriculum and Student Support Services. Parents are an important part of the referral and identification process that considers teacher and parent questionnaires, an examination of work samples and multiple measures of assessment. This helps to increase the referral rate for under-represented African American and Hispanic populations, including English Language Learners. Once identified, an annual Individual Performance Plan is developed to ensure that the student will continue to be challenged at his/her instructional level. Evidence of the accomplishment of these educational goals is collected in a portfolio containing projects, presentations, and other exhibitions of student work. **See Appendix I for IAGATE Policy and related forms.**

2e.   Instructional Strategies: IA embraces the research of educators such as John Dewey who believe that learning best occurs over time with related experiences building upon each other, resulting in both breadth and

depth of understanding. Lessons are designed with the end results in mind (backward planning) and are frequently spiraled so topics and skills are revisited and taught in various ways within real-life contexts. The Director of Curriculum works with IA teachers to help them differentiate their instructional strategies by assisting teachers to incorporate the following research-based practices into their lesson designs: 1. Bloom's Taxonomy to generate higher levels of thinking. 2. Howard Gardner to promote and build upon the Multiple Intelligences (verbal/linguistic, mathematical, visual/spatial, bodily/kinesthetic, musical/rhythmic, inter/intra personal and ecological) 3. The growing body of Brain Research, which enables teachers to deliver content in a manner that helps students to better focus, process and retain lessons taught. 4. Engagement of the multiple modalities of their students: hearing/seeing/saying/doing into their lessons and assessments of learning. 5.) Madeleine Hunter's systematic lesson design and delivery of instruction, as appropriate, to teach new information and skills through gradual release: teacher modeling (I do it), supported learning (we do it/students and teacher together), and student performance (you do it/student with feedback form the teacher) prior to students engaging in independent practice. 6. Direct statement of the standards and objective of lessons taught and why these standards are important and/or meaningful to students' lives. 7. Requirement that students summarize, re-state and/or evaluate their learning to keep them active in the learning process. 8. Provision of multiple opportunities to practice all components of the writing process across the curriculum through the Step-Up-To-Writing program, which is multi-sensory and has proved to be effective with special needs and high-achieving/gifted youngsters.

At the lower elementary levels, teachers use inquiry-based instruction that is integrated into all content areas. Thematic units and "mini" theme units serve to motivate students and allow them to make important connections with information across content areas. At the upper elementary levels, students participate in the Young Einstein Competition, a completely student-led science fair that allows students to get hands-on experience with different science concepts. Students create and manage real-life charity projects that are simply monitored by the teachers. Students are also involved in creating and performing skits to demonstrate a more complete understanding of novels and stories read in language arts or social studies. IA teachers link new learning to previously learned concepts and skills and relate them to cultural and community experiences whenever possible. IA teachers routinely use LCD projectors when delivering instruction. Students take notes from power point presentations and teachers are able to access online lessons, videos and visual aids that are connected to state standards and enhance student learning. IA faculty consults the findings of such organizations as the Educational Resources Information Center (ERIC) to make sure that instructional methodologies, materials, programs, etc. have had positive, research-based outcomes.

In order to differentiate their instruction to meet the diverse instructional needs of our students, IA teachers receive IEP summaries that include the students' goals/objectives and a list of accommodations and/or modifications for all students. Teachers participate in trainings and meetings with the Special Education department to learn how to provide scaffolded instruction to support these students in their core classes. Such accommodations may include study guides, modified tests, note-takers, step-cards to remember mathematical processes, frequent "checks for understanding," etc. 504 Plans are disseminated to all general education teachers, and their implementation is strictly monitored by the Resource teacher. General education teachers sign a "Responsibility Statement for Supporting Students with Special Needs" to formally acknowledge the important role they play in the implementation of IEPs and 504 plans. ELL students' CELDT results are shared with general education teachers to inform their instruction of these students. IA hires teachers who have been trained in English Language Development and such instructional strategies as Specially Designed Academic Instruction in English (SDAIE), Total Physical Response, and pairing students with others who also speak their home language when appropriate to enhance learning opportunities. An EL Coordinator collaborates with general education teachers to provide more intensive support when needed. IA teachers participate in the development and implementation of Performance Plans for those students considered to be gifted. **See Apendix J for sample IEP summaries and IAGATE Performance plans.**

3. School Culture and Climate

3a. Description of Culture: IA culture is one of the proudest achievements of its founders. The school was founded over five years ago with 260 students and 13 staff members by two educational entrepreneurs, Tatyana Berkovich and Eugene Selivanov, who wanted the best education for their own child. IA's motto was and continues to be, "Students come first." Tatyana and Eugene's hypothesis is that the K-12 educational system has been failing our kids. Most schools continued to teach students how to become employees of GE and IBM. This was fine 30 years ago when large corporations represented 80 % of US GDP, but it is completely wrong now when 90% of US GDP is generated by small and middle-sized companies. Students need to be taught entrepreneurial skills focused on how to be a successful part of a new economy. The founders' goal is to hire like-minded educators and prove the hypothesis!

The school's motto and hypothesis is in direct conflict with educational establishments. As a result, there were many challenges on IA's road to success. Those challenges have been instrumental in establishing a strong, supportive and sustainable culture within the school. Challenges unite and have united all stakeholders at IA. IA has grown to 1,100 students and close to 100 staff members. Yet, it remains a coherent group of individuals who promote positive student learning. The motto of "Students come first" is still alive and will prosper at IAES#2 if it is awarded VRES#10.

IA views parent involvement and school-to-home communication, and vice versa, as an essential component of the teaching and learning process. Upon a student's acceptance to IAES#2 parents will receive a copy of IA's Shared Support Agreement. This is a document which details school policy, dress code, behavior expectations, athletics, programs for students with disabilities, programs for English Language Learners, advanced learners, IAGATE students, contact numbers, organizations and affiliations. Approximately two weeks before the start of school, parents and students are invited to attend an orientation where they can meet the teachers and receive information about their classes, reading lists, supplies, etc. Representatives from the school's resource, athletic, performing arts and language departments are also present to meet with and answer parent and student questions. To facilitate communication, translators are available to translate information into Spanish. Any other languages spoken will be accommodated upon advance notice.

Because knowledge of current academic achievement is so important, IA relies on a web-based student information system called Power School to keep parents informed. This system allows parents and students to view grades on specific assignments, missing assignments, and the cumulative grade point average for the semester. Assignments are categorized (homework, tests, class work, projects, etc.), brief descriptions are provided, and point values are indicated. In this way, students and parents have an "up-to date" snapshot of academic performance accessible any night or day! Computers are available to parents who cannot otherwise access the website.

Along with Power School, Ivy maintains its own website that can be accessed at www.ivyacademia.com. This website links students and parents to any of Ivy's five campuses and includes grade level and teacher sections where class information can be located. For example, there is a section called "Resources" where rubrics and helpful hints are posted. In addition, each teacher and administrator has an email address that makes routine communication between teachers and parents both easy and efficient. Other tools that IA uses to alert parents and students to upcoming events, school news, testing dates, or emergencies that may occur, is the Tele-parent calling system. This is an automated message system that allows messages to be recorded and broadcast to different groups of recipients in multiple languages. Use of these tools allows ongoing and timely communication to promote a cohesive and well-connected culture of students, their families and school faculty.

It is IA's position that the parents and community play an important role in promoting and supporting the teaching and learning process. The Shared Support Agreement, student/parent orientation day, Power School, dedicated website, access to teachers and administrators through email and by phone, Tele-parent, relationships with local businesses, and opportunities for community members and parents to participate in the development of policy through membership on the Board of Directors, all encourage and facilitate parental and community involvement. All written and oral communication from the school will be available in Spanish and the other dominant languages spoken by parents in the VRES#10 Attendance area.

3b. College and Career Readiness: The IA curricular approach has been particularly successful in socio-economically disadvantaged communities like Winnetka. The National Federation for Entrepreneurial Education (NFTE) runs numerous K-12 entrepreneurial programs in under-privileged communities. A 7-year Harvard Graduate School of Education study has found that NFTE programs in these communities have 1) increased interest in attending college by 34%, 2) increased occupational aspirations by 44%, 3) increased independent reading by 4%, and 4) increased leadership behavior by 8.5% as starters/founders and 13.2% as leaders.

IA's entrepreneurial focus inspires students to consider what they want to be when they grow up as early as kindergarten. Students must "apply" for jobs such as "horticulturist" (who waters the plants) or "nurse" (who escorts other students to the office when they do not feel well or require a bandage). These youngsters complete job applications and interview for the jobs they want and must state what skills and qualities they have to be hired for a specific position.

3c. School Calendar/Schedule: As shown in **Appendix K**, IAES#2 expects to offer over 55,100 minutes for elementary grades, although IAES#2 may adjust the schedule and instructional minutes of the Kindergarten program based on the needs of the community.

3d. Athletic Programs and Extracurricular Activities: In addition to core curriculum, IAES#2 intends to offer PE, music, and foreign language programs (French, Russian and Mandarin are offered currently at the IA elementary program). In addition, the school expects to run school-wide intramural leagues for basketball, volleyball and soccer for grades 1st-5th. The school also intends to offer an after-school program through the YMCA and lunch-time based enrichment programs in chess and robotics through the Parker Anderson organization.

3e. Approach to Discipline and Creating a Safe, Clean and Respectful Campus: IA insists upon a safe, clean and secure learning environment at all school sites. The Shared Support Agreement that informs students and parents of their rights states important safety rules and regulations and outlines consequences. Students wear uniforms. To ensure a safe environment for students, campus security aides and supportive administrators are visible before school, after school, at lunch, and during passing periods. Adult presence prevents fights, drugs, vandalism and graffiti. Teachers, administrators, parent volunteers and office managers assist through assigned supervision before and after school where they greet students upon arrival and say goodbye to them at the close of the day as parents drop-off and pick-up their students in round-robin fashion.

IA schools employ a Positive Behavior Support and Intervention Plan in which school-wide rules are established, directly taught through role-play, and reinforced in all educational environments: playground, front office, classrooms, assembly areas, multipurpose room, lunch room, and pick-up/drop-off area. Students are consistently acknowledged and rewarded for making good choices and following school rules. Citations that specify inappropriate behaviors in more traditional programs are replaced with "Caught Being Good" tickets that identify specific behaviors observed that are related to the values taught through Character Education classes (responsibility, persistence, integrity, honesty, compassion, etc.) and practiced by staff and students school-wide, at all campuses. This is a research-based practice that has shown promising results in reducing incidences of

bullying, obscenity, harassment, violence and vandalism. While suspension and expulsion is reserved for serious infractions as specified in the Ed. Code, IA has decreased its need to employ such measures. Students who display significant behavioral challenges are provided with Positive Behavior Support Plans through the Coordination of Services Team (Cost Team) that helps them learn how to get their needs met in socially appropriate ways.

IA has a Crisis Management Plan that stipulates the school's emergency procedures. Administration regularly schedules security alerts, earthquake and fire drills. Students, as well as parents, are aware of and freely use IA's open door policy that cultivates trust and mutual respect between students, parents, counselors, administrators and teachers.

IA takes pride in the appealing physical appearance of all campuses which are well-maintained by a conscientious team of custodians. They are quick to attend to any necessary clean-up and repair. A group of faculty and students maintain the recycling bins that have improved the recycling program supported by teachers and staff members. Money raised by recycling is funneled back into various school programs.

3f. Meeting the Health Mandates and Health Care Needs of Chronically Ill Students, Including those with 504 plans and IEPs: IA maintains current health records on all students, it conducts mandated vision and hearing screenings for grades K, 2, 5, 8 and 10th and scoliosis screenings for 7th grade girls and 8th grade boys. We contract with an LAUSD nurse through a fee for service policy to conduct initial and triennial assessments of students with IEPs and to attend IEPs when medical issues are of concern. With parental permission, IA regularly contracts with an LAUSD nurse to show a Growth and Maturation video to 5th grade boys and girls and, together with their teachers, respectfully answer their questions about puberty in an informed fashion. We have provided students with 504 plans who have medical needs that necessitate accommodations to their educational program in order to access the curriculum. **See Appendix L for a sample 504 plan of a student with medical/physiological needs.**

3g. Meeting the Nutritional Needs of Students: IA is aware of LAUSD's intention to provide free breakfast and lunch to eligible students attending IAES#2 and is open to discussing this opportunity with the District. However, IA will be looking for a provider that is able to offer organic and kosher options as part of the menu selections.

4. Assessments and School Data

4a. Educational Goals and Metrics: IAES#2 Educational has included and updated Accountability Matrix for all students in **Appendix M.**

4b. Student Assessment Plan: Assessment is an integral part of instruction. It begins with pre-assessment in the classroom to determine what the students already know and what standards, objectives, concepts, and skills individual students already understand, and includes formative assessments that help determine how well they are assimilating new information and in what novel ways they can further demonstrate what they know. This ongoing assessment enables teachers to differentiate both instruction and their methods of classroom assessment and align instruction to their long-range plans. Long-range plans are yearly pacing plans designed to help students achieve California state standards and are aligned, when applicable, to the CST blueprints. Authentic assessments, based upon what students have had the opportunity to learn each day, are also conducted by teachers and allow students to draw upon Multiple Intelligences to convey what they have learned. Tasks we ask students to perform are considered authentic when 1. Students are asked to construct their own responses rather than select from the ones presented, and 2. The task replicates challenges faced in the real world. Teachers also include a rubric and tasks list to facilitate authentic assessment and self-evaluation.

In addition, IA students participate in formal summative assessments: CA Standardized Testing and Reporting (STAR) beginning at 2nd grade each Spring in which they demonstrate mastery of state-wide standards; state Physical fitness tests; and CA English Language Development Tests (CELDT), if they speak a language at home

other than English and have never been assessed for English Language Proficiency or have been previously tested as Limited English Proficient (LEP). IA also conducts placement tests in math and language arts when students enter IA for the first time, testing for Accelerated Class Placement. All students participate in quarterly benchmark testing. Students who have been through the SST process, which begins with RtI1 and RtI2, and have not responded well to either strategic or intensive intervention (Individualized Performance Plans) may be recommended for formal assessment by a credentialed, multi-disciplinary assessment team to determine if they meet criteria to receive Special Education support.

Benchmark Assessments: The development/acquisition of high-quality benchmark assessments is perhaps the most essential component of a successful student accountability program. The critical aspects for defining high-quality assessments include:
- Valid and reliable assessments
- Assessments that are well-aligned to State Standards and Long-Range Plans
- Assessments that are comprised of items which are at an appropriate level of difficulty to enable students to demonstrate mastery of standard

Purpose and Goal: Strong Accountability programs have one primary objective. That is to improve student performance. Secondary objectives include meeting Federal and State reporting requirements, but these are always secondary to evaluating student performance. In order to achieve this goal, all departments, from those that focus on the hiring of highly qualified faculty to providing meaningful professional development, must have a closely integrated working relationship.

Assessment Schedule:

CELDT Testing – October 2010 & No more than 30 days after ELL enrollment	Reading Fluency Tests - Ongoing	Unit Exams - Ongoing	Authentic Assessments - Ongoing
K -5 English Proficiency Level	K – 5	K-5 (all subjects)	K-5 (all subjects)
Benchmarks – November 2010	Benchmarks – February 2011	Benchmarks – April 2011	Benchmarks – June 2011
K – 5 – ELA, Math, Science (5th)	K - 5 - ELA, Math, Science (5th)	K -5 -ELA, Math, Science(5th)	K – 5 – ELA, Math, Science (5th)
CST Exam – May 2011			
K – 5 – ELA, Math, Science (5th)			

4c. Data Team and Instructional Team: IA's data and instructional team is comprised of the following members: Principal, Mentor Teachers, Grade–Level Department Chairs, RSP Teachers, ELL Coordinator, Director of Student Support Services and the Academic Director who coordinates assessment. These team members work collaboratively not only to design quality assessments but to use assessment data to inform a classroom teacher's instruction. Important goals of these teams are:
- Collecting and analyzing data
- Comparing student outcomes across grade levels where resources are both identical and different
- Enhancing professional development opportunities targeting student outcomes and student needs
- Providing ongoing feedback about student assessment results and progress to students and their parents
- Reviewing and developing all classroom curriculum and instruction with a focus on intervention, ELL, IAGATE, socially disadvantaged students, and learners with 504 plans and IEPs.

4d. Data Systems: IA is a member of LAUSD's Special Education Local Plan Area (SELPA) and complies with all policies and procedures developed by the SELPA to assist districts in remaining compliant with Federal and State mandates. IA has received exemplary LAUSD District Validation Review and Charter School Office Reviews that assess our Special Education programs and progress in regard to the Modified Consent Decree (MCD) mandates. We upload all components of our Individual Educational Plans, minutes of instruction provided

to students and students' progress toward goals and objectives; assessment data; etc. into the Welligent Information System and receive a monthly report from LAUSD on our compliance with the MCD mandates.

4e. LAUSD School Report Card: IA will provide LAUSD with the data essential for them to publish a report card that would enable families to compare IAES#2's performance with that of other schools. This will include data on discipline, attendance of staff and students, parent response to surveys, and student performance on standardized tests.

4f. Research and Evaluation: IA agrees to participate in research and /or evaluation projects in partnership with LAUSD, higher education institutions and/or research organizations.

4g. Operational Goals and Metrics: IAES#2 will continue to use LAUSD MCD indicators to measure progress of Students with Disabilities as long as IAES#2 remains a part of LAUSD SELPA. The remaining operational metrics can be found in section 4a.

5. Professional Development Program

5a. Professional Development: IA teachers attend an intensive, 5-day training at the beginning of the school year. The training is based upon staff, administrative, and parent surveys and student outcomes that indicate areas of need. Teachers also have opportunities to develop professionally through daily and weekly planning time with their mentors/peers, and weekly staff/team development meetings to ensure application of new skills and concepts learned. Teachers are encouraged to attend workshops and conferences as part of their professional growth plans developed with their site administrator. Many IA teachers and administrators attend the annual CA and National Charter School Conferences, Micro-Society Conferences, Entrepreneurial Education Forums, Real Entrepreneur Seminars, the LA GATE Conference and Ready to Learn Conference dedicated to helping At Risk Learners Achieve Success. Ongoing coaching/feedback is provided by the site Principal and Director of Curriculum to assist with the implementation of new instructional practices learned. **See Appendix N for a sample of a proposed Calendar and Professional Development that is based upon identified student and teacher needs and professional growth plans**.

5b. Teacher Orientation: IA teachers at IAES#2 will participate in a mandatory 5-day training in August that covers such topics as: Step-up-to Writing, the 7 Habits of Highly Effective People, Howard Gardner's Multiple Intelligences, Data Analysis, Multi-Modal Instruction, State Content Standards, Authentic Student Assessment, Differentiated Instruction, Collaboration and Team Teaching, Working with Special Populations (IEPs and 504 Plans), Entrepreneurial Education and Technology Training. IA's first and second year teachers receive additional support and training through the Ventura County BTSA (Beginning Teacher Support and Assessment) Program.

5c. PD Calendar: See Appendix N for a Professional Development Calendar (Attached to a three-year plan) for the 2010-2011 School Year.

5d. Program Evaluation and Feedback: Administration, including the Academic Director, Director of Student Support Services and teachers meet quarterly and at the end of the school year to analyze standards-based assessment data. They also meet to determine student progress towards the achievement of ESLER Goals. **See Appendix O for how progress towards ESLER Goals is monitored.** This analysis, together with input from surveys from teachers, parents, students and administrators, is used to determine the information and research-based instructional tools that staff members need to better meet the needs of students. IA teachers establish goals for themselves (as part of an annual performance/evaluation plan) that allow them to request specific support or that allow administrators to recommend specific support and training to better help students achieve.

6. Professional Culture

6a. Professional Culture:
School culture and staff involvement in school-level decision-making are highlighted in detail in Sections 3a and 9a.The following is a quick synopsis of IA's professional culture that we intend to replicate at IAES#2:

- IA teachers specifically elect to teach at IA schools because they enjoy so much more autonomy and decision-making power than they typically have experienced in more traditionally governed schools. Each year, IA has hundreds of teacher applicants to select from.
- While IA teachers understand their obligation to assist students in meeting or exceeding state academic standards and must exhibit research–based instructional practices, how they choose to craft their lessons to engage students and evaluate student learning is up to the teachers.
- Because 100% of IA teachers are Highly-Qualified professionals, they are able to interpret student data and make adjustment to their instruction as needed to ensure the growth of all students.
- IA Teachers participate on our Ivy Leadership Board where they have parity with the parents and administrator who also serve on the committee to gather data, make decisions and advise the Board of Directors on important educational matters.
- IA teachers have daily prep periods to plan for instruction and collaborate with other educators and administration. IA teachers have weekly faculty meetings that are not information driven (that is accomplished via memos and emails) but pedagogy-driven to help all staff problem-solve together to better address the academic, entrepreneurial, and socio-emotional needs of their students.

6b. Evaluation: Principals are charged with conducting a minimum of two formal observations a year for each teacher. **See Appendix P for an IA Teacher Evaluation that is related to CA teaching standards.** Each Administrative observation/evaluation is followed up with a discussion between an administrator and the teacher to discuss the strengths of the lesson, teacher satisfaction with the lesson and what more could have been done or what the follow-up to the lesson might be. In this manner, the administrator becomes more of a "coach" than just an individual "passing judgment." IA Principals take great pride in going into the classrooms on a frequent basis. It is not unusual for them to teach a lesson or team-teach with teachers. IA Teacher evaluation/performance is tied to IA teacher pay. At the end of the school year, IA teachers meet with the principal and the IA President and Executive Director to discuss their performance and determine the salary schedule for the following year. IA teachers receive an annual bonus for accomplishing their goals each year.

6c. Feedback: IA has a confidential process to obtain feedback from parents (conducted at the end of the school year) on Parent Satisfaction of IA's overall program (see Section 2b for survey discussion). IA also conducts surveys on Parent Involvement and Staff and Student Safety. Per our LEA Plan, we have agreed to begin using the forms developed by the State Department of Education, or a like document that meets LAUSD approval. A Mentor is assigned to IA teachers at every grade level. The mentors provide support and feedback that is designed to improve teacher effectiveness. IA teachers use their Professional Growth Plans to collaboratively determine with their principal what specific training and support they require to improve their effectiveness. **See Appendix R for an IA Teacher Professional Growth Plan.**

7. Serving Specialized Populations

7a. Specialized Instruction: Please see **2: Curriculum and Instruction/Addressing the Needs of All Students.**
IA's Local Educational Agency Plan fosters the sharing of resources to ensure all students have access to and are benefiting from an enriched school environment. Students with Special Needs are included in all aspects of the curricular and extracurricular programs and are not removed from their core classes to receive the special attention

and support they need. Direct and indirect supports are delivered within the general education classroom. Resource teachers are dedicated to work with Students with Special Needs, English Learners, and At-Risk Learners through a collaborative, team-teaching model of instruction with the general education teachers. All students have access to a Learning Center for individual or small group instruction when needed, or to be assessed in an alternative setting. General education teachers are taught to use multi-sensory instruction with frequent checks for student understanding that is helpful to all students and critical to the success of Students with Special Needs.

7a.i. Special Education: As a member of the LAUSD SELPA, IA has a proud history of upholding all Federal and State mandates as they apply to the Individuals with Disabilities Education Improvement Act (IDEA) and No Child Left Behind (NCLB) as stipulated in **LAUSD's Special Education Policies and Procedures.** Guidelines for disciplining students with IEPs and the creation of Behavior Support Plans are particularly helpful and are followed consistently by IA administrators and teachers. IA collaborates with the LAUSD Coordinator of Special Education for Charter Schools and consults with the Program Specialist assigned to charter schools within the District One Attendance Area. Special Education staff members attend LAUSD trainings regarding current policies and procedures and are expert in accessing the Welligent system to generate assessment plans and invitations to IEPs, to write assessment reports and IEPs, and to track student progress. The Director of Student Support Services has served as an Educator, Program Specialist, Principal and Director of Special Education within the public school system for over twenty years. She is cognizant of Special Education Law and works collaboratively with RSP teachers and ancillary Special Education service providers to help students succeed within the Least Restrictive Environment. The Director carefully monitors compliance with the Modified Consent Decree mandates: 1) The participation of students with IEPs in the Statewide Assessment Program, 2) Reduction of suspensions (for general and Special Education students), 3) Opportunity for students with IEPs to be educated within the general education classrooms, 4) Timely completion of evaluations and IEPs, 5) Tracking of services provided via Welligent, 6) Parent Notifications, 7) Progress toward goals and objectives, and 8) Behavior Support Plans for students with Autism or who are labeled as Emotionally Disturbed.

7a.ii. Students with Disabilities: IA works hard to meet the needs of students with special needs, including those with more significant disabilities. IA is currently successfully serving a wide-range of students with IEPs: students who are eligible under the categories of Autism, Emotional Disturbance, Learning Disabled, Other Health Impaired (which includes students with Attention Deficit Hyperactivity Disorder), Mental Retardation, and Speech Impaired. IA hires credentialed Resource Specialists to meet the needs of Students with Special Needs, monitor the accommodations of students with 504 Plans, and to collaborate with administration and general education staff to proactively support At-Risk Learners. IA follows California State Education Code by ensuring that an RSP teacher and Instructional Assistant are assigned to support no more than 28 students (per CA Ed. Code). In addition, IA contracts for the services of a LAUSD School Nurse and School Psychologist. We also contract with an authorized agency for the services of a certified Speech and Language Pathologist and Occupational Therapist. The majority of support and services are provided within the general education classroom through a model of collaboration and team-teaching with general education teachers. Our LEA plan provides us with the flexibility to support general education teachers in working with At Risk students. While all of our children with IEPs are in the general education classes for the majority of the day and all core academic classes, some require more intensive support in reading, writing and mathematics to meet their goals and objectives and these students receive direct instruction in these areas from the RSP teacher and/or assistant in the Learning Center at a time that does not interfere with core academic classes. Instructional Assistants are highly-qualified (with college backgrounds) and are trained to effectively monitor and support a range of students in their core classes. Interpreters and translators are secured through LAUSD as needed.

7a.iii. Extended School Year: IA students who require special education instruction via an Extended School Year to maintain progress made on goals and objectives are able to participate in a four-week summer program lasting 2-4 hours per day (based on need) with a credentialed RSP teacher to continue working on their goals and objectives.

Students who have received less than a 2.0 grade in academics and are performing below basic on benchmarks and CST scores are asked to attend a six-week Summer School program to receive remedial instruction and retrieve lost credits. This enables them to move to the next grade level with the appropriate foundational skills for success.

7a.iv. English Language Learners and Standard English Learners: Students who speak a language other than English within the home are assessed via the California English Language Test (CELDT) within 30 days of enrollment to determine if they are Fluent English Proficient (FEP) or require additional support in obtaining English Proficiency. All Ivy teachers have CLAD or BCLAD credentials signifying that they are able to deliver Specially Designed Academic Instruction (SDAIE) to address the Language Acquisition Needs of English Language Learners within the general education program. In addition, an English Language Coordinator collaborates with the general education teachers to model lessons that are engaging to English Language Learners and to work with these students within the general education classrooms. IA's expectation is for these learners to score proficient and above in ELA and Math on CSTs and district benchmarks and to maintain a 2.5 grade in language arts.

7b. At Risk Students: Please see **Section 2: Addressing Needs of All Students** for a complete explanation of how at-risk students are identified and worked with via NCLB and IDEIA mandates to implement a research-based, systematic Response to Intervention Model (level one /RtI1 and two/RtI2) to address the needs of IA students who are testing below proficient on benchmark and CST assessments and/or are receiving a less than 2.0 in language arts and math classes. A Coordination of Services Team (COST) comprised of an administrator, the Director of Student Support Services, teachers, and members of the community if appropriate, meet with the parent and student to make sure the student is a recipient of a Qualified Education (RtI1) to meet his/her needs. If the answer is "yes" and the student is still struggling, strategic interventions are proposed that are measurable and can typically be delivered in a small group after school. If this proves insufficient, intensive interventions are recommended (RtI2) for individualized, intensive and measurable supports. Because we have a Local Educational Area Plan, our Resource teachers are able to work with these students and their teachers to provide this additional support, as well as parents, who have received training and guidance; community workers, and volunteers (the Community in the Schools/CIS program).

8. Family and Community Engagement

8a. Identification:
VRES#10 is located in the Winnetka area of the San Fernando Valley. According to LAUSD, this new school is expected to relieve overcrowding of Fulbright ES, Melvin ES, Sunny Brae ES and Winnetka ES. As evidenced by Table 1 in section 1b, VRES#10 is expected to serve a student population that is about 78% Hispanic, with about 77% qualified for free and reduced meals (SES) and 48% English Language Learners (ELL). Three of the schools that are being relieved are in Program Improvement, with Sunny Brae entering Year 4 in the program.

IA has been a part of the Winnetka community for the last three years because a portion if its elementary program is located at Sunny Brae ES. We believe that IAES#2 aligns with the community needs, because IA's curricular approach has been particularly successful in socio-economically disadvantaged communities like Winnetka. The National Federation for Entrepreneurial Education (NFTE) runs numerous K-12 entrepreneurial programs in under-privileged communities. A 7-year Harvard Graduate School of Education study has found that NFTE programs in these communities have 1) increased interest in attending college by 34%, 2) increased occupational aspirations by 44%, 3) increased independent reading by 4%, and 4) increased leadership behavior by 8.5% as starters/founders and 13.2% as leaders.

Winnetka's Neighborhood Council has agreed with our assessment and voted unanimously to support IAES#2's Public School Choice Application for VRES#10. In addition, IA is also supported by the Economic Alliance of San Fernando Valley (see **Appendix S** for letters of Support).

8b. Family and Community Engagement: Section 9a discusses the details of parent engagement in IAES#2's organizational structure.

In addition, IAES#2 draws upon the resources of the broader community of Los Angeles and the San Fernando Valley by inviting community members with expertise or experience related to students' academic, civic, or personal development to work with students, teachers, and sometimes parents to enhance the school's ability to meet its learning outcomes. This happens through guest speaker visits and guest facilitator visits as students work on particular projects, and through community mentoring, teacher professional development, and parent workshops. Business leaders in the San Fernando Valley have a strong interest in helping to educate future employees. We believe that parents of students attending IAES#2 should have the opportunity to attend classes in English Language Instruction, reading and writing and computer literacy skills to upgrade their own skills and to be better able to assist their children with school work. IA intends to assist families in accessing these resources if they are already available in the community, or IA will partner with the community to bring these resources into the school. The better educated the parents of IA students become, the stronger the likelihood they will procure jobs that pay well and improve the quality of life for themselves and their children.

8c. Key Community Partnerships: Section 9a discusses the details of parent engagement in IAES#2's organizational structure.

IA has established strong relationships with the Winnetka Neighborhood Council, Councilmen Zine and Smith who represent the Winnetka area, the West Valley Police and Fire Stations, the YMCA and the Boys and Girls Club. We believe that these community partnerships will help us to further the mission and vision of the school through community outreach. The challenge is to get community buy-in on such important issues as going to college. Community-based organizations are essential if we are to be successful in our efforts.

IA has already partnered with local Institutions of Higher Learning, which will continue to help us in developing high quality teaching staff. In fact, IA is a preferred site for the teacher training/intern programs of California State University Northridge, University of Phoenix and CalTeach. IA's Special Education Department serves on CSUN's Community Advisory Council.

IA has also established partnerships with a number of local businesses who donated funds and/or services to IA, including participation in Ivy's Annual Entrepreneurial Convention. These organizations and businesses include Nickelodeon, Western Commercial Bank, Commercial Bank, Planet Green, Mercedes Benz, Wal-Mart, Target, McDonalds, U-wink, The Stand, Encino Chamber of Commerce, Woodland Hills-Tarzana Chamber of Commerce, Collector Editions, LifeTouch, Mediscan Staffing Services, Dennis Uniforms, Global marketing Partners and others.

In addition,
1. The school is a member of the Consortium for Entrepreneurial Education.
2. The school is an active member of the National Junior Honor Society.
3. The school is an active member of the California Scholarship Federation.
4. The school is an active member of the University of Irvine Talent Search.
5. The school is an active member of the Woodland Hills/Tarzana Chamber of Commerce and the Encino Chamber of Commerce.
6. Ivy Academia is a New York Times and Kauffman Foundation Platinum Award Winner.
7. The school has been awarded the USC Rossier School of Education Certificate of Recognition.

"Giving back to the community" is a highly-valued component of becoming a successful entrepreneur and is cultivated and modeled by the IA faculty. IA has collected close to $2,000 for the Pennies for Leukemia and Lymphoma Association and $3,000 for the Diabetes Association. The school organized a Teddy Bear Drive for the youngest victims of Katrina. Working closely with FedEx, IA shipped over 50 boxes filled with Teddy Bears and letters of support to those victims. On an on-going basis, IA works with students to encourage them to be part of the community by choosing a non-profit of their choice and donating their time, their talents, collecting books, clothes, eye glasses and so on for the less fortunate. IA students are known for donating to St. Jude Hospital, Los Angeles Children's Hospital, and local senior centers, to name a few of the organizations. In addition, IA has won, for three years in a row, the Kid's Fitness Challenge organized and sponsored by Assemblyman Lloyd Levine. The school also won the Fine Arts Drama Award for the student production of "The Tempest" at the California Student Media & Multimedia Festival sponsored by the California School Library Association. Ivy Academia has participated in two heart-touching episodes of "Three Wishes," where two of our students won their wishes. The first was to have a shopping spree for a few children that lost everything in the Hurricane Katrina disaster.   The second was to bring real snow to a sixth grader that is very ill.

9. School Governance

9a. School and Advisory Organizational Charts:

IAES#2 will be governed by its Corporate Board of Directors (also referred to as "BD") whose members have a legal fiduciary responsibility for the well-being of the organization. The BD is composed of a broad cross-section of the school community and community-at-large. The list of the current BD members and their short bios are attached in **Appendix T**. According to the by-laws, Board members are selected through a process in which a Selection Committee is appointed by the BD and recommends candidates. The BD then appoints members.

In accordance with LAUSD policy and Education Code Section 47604(b), the District is entitled to a single non-voting representative on Ivy's BD. Each member will act in accordance with both the Duty of Care, to act in good faith and with the care of an ordinary prudent person; and the Duty of Loyalty, to refrain from doing anything that would cause injury to the organization.
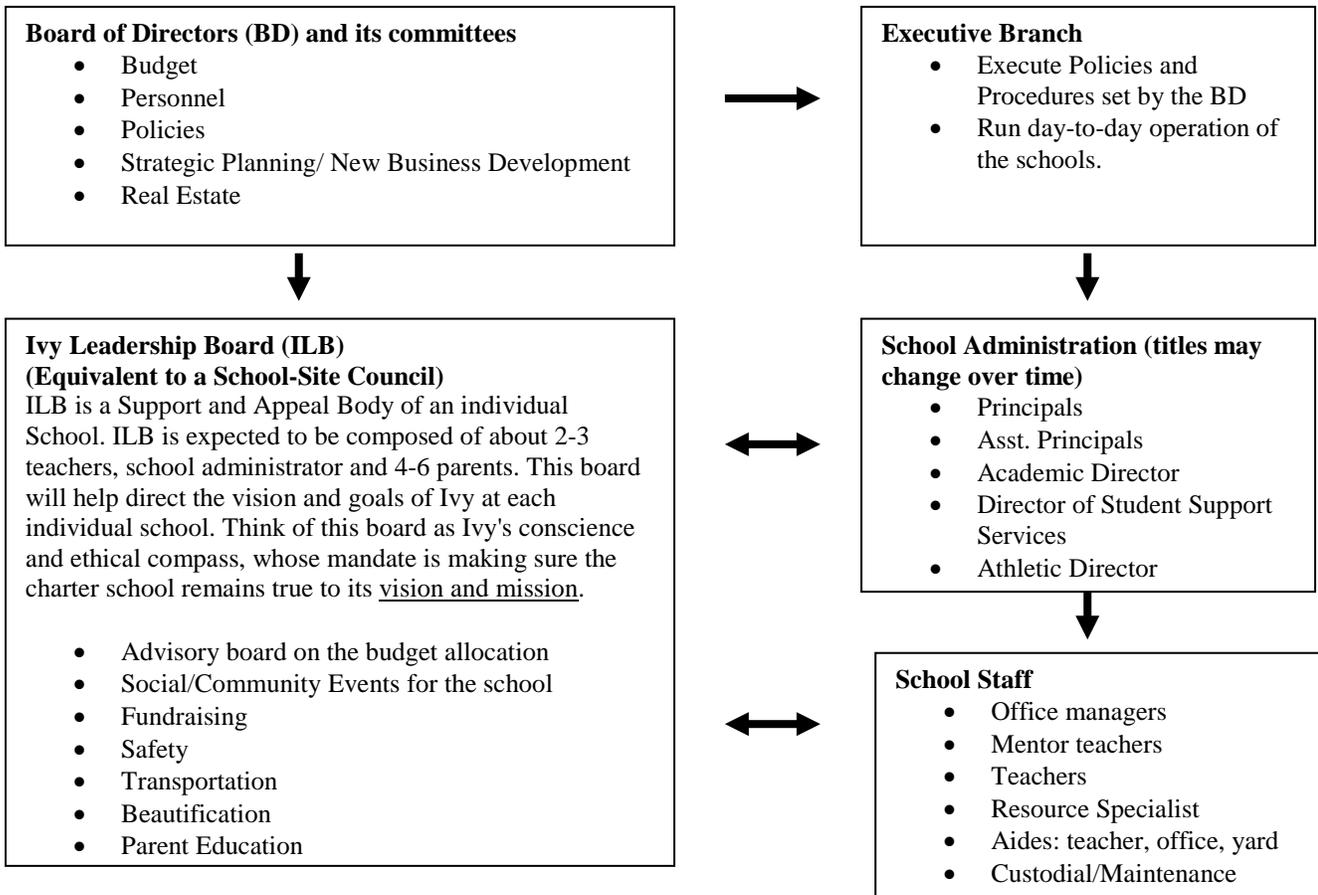
Duties of the BD:
1) To further define and/or refine the organization's mission, strategy, and policies
2) Approve a plan and budget to meet the school's organizational goals
3) Evaluate the organization's effectiveness
4   Hire leadership
5) Support the school's fundraising and educational efforts in the community

These functions will allow for the implementation and governance of IAES#2 so it can function at optimal levels. BD members participate regularly in training regarding board governance, the Brown Act, and conflicts of interest rules.

Ivy Academia Governance Organizational Diagram

Over the next year the governing structure of IA will gradually broaden to prepare the organization to manage multiple schools. The revised structure, shown below, will consist of the BD, the Executive Branch (administration, teachers and other staff members) and the Ivy Leadership Board. The diagram below shows the responsibilities that are expected to be delegated to each branch by the BD.

Board of Directors (BD) and its committees	Executive Branch
• Budget • Personnel • Policies • Strategic Planning/ New Business Development • Real Estate	• Execute Policies and Procedures set by the BD • Run day-to-day operation of the schools.

Ivy Leadership Board (ILB) (Equivalent to a School-Site Council)	School Administration (titles may change over time)
ILB is a Support and Appeal Body of an individual School. ILB is expected to be composed of about 2-3 teachers, school administrator and 4-6 parents. This board will help direct the vision and goals of Ivy at each individual school. Think of this board as Ivy's conscience and ethical compass, whose mandate is making sure the charter school remains true to its <u>vision and mission</u>. • Advisory board on the budget allocation • Social/Community Events for the school • Fundraising • Safety • Transportation • Beautification • Parent Education	• Principals • Asst. Principals • Academic Director • Director of Student Support Services • Athletic Director

School Staff
- Office managers
- Mentor teachers
- Teachers
- Resource Specialist
- Aides: teacher, office, yard
- Custodial/Maintenance

BD Delegation of Duties

The BD may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee or an appropriate third-party contractor to the Charter School any of those duties. The BD, however, retains ultimate responsibility over the performance of those powers or duties so delegated. Currently, the BD has or is in the process of creating several committees that will help it to provide effective oversight of the educational program, financial management and operations of the school, as well as allow for inclusive ongoing policy development, leadership team development and self-evaluation. These committees include Assessment and Accountability, Communications, Education program, Finance and Budget, Human Resources, Operation & Facilities, and Policy. Each committee has its by-laws and is appointed by the BD. It consists of employees, parents, and community members that have knowledge and expertise in the area under jurisdiction of the committee.

Executive Branch
Administrators, teachers and other school employees are responsible for executing the BD's policies and the school's administrative procedures.

Ivy Leadership Board (ILB)

IAES#2's ILB is expected to include parents, teachers, administrators and community members. This governing body is the equivalent of a Student Site Council.

Parent Involvement
IAES#2 recognizes that parents are entrusting us with the tremendous responsibility of educating and facilitating the maturational process of their children. We also recognize that parents are a big part of successfully accomplishing this goal. We see parents as assets to our school community and as such will seek to develop working partnerships by both inviting parents to us and by going to them. They will continue to play a major role in the school's evolving governance structure. We anticipate the BD to appoint 4-6 parents to the IAES#2 ILB who will represent the diversity of the school.

Ongoing School-Home Links. In accordance with the Ivy ideals, IA recognizes that strong relationships between school and home depend on mutual respect, trust, and communication. The best way to build such relationships is by fostering dialogue to assure that parents understand and support the fundamental mission and vision of the school and to help school staff understand the needs, wishes, values, and culture of parents and students. The administrative outreach coordinator will be the primary facilitator of this process. School-home bridge-building activities may include:
• Orientation for new families to clarify the mission and vision of the school, the educational approach and expectations for parent participation, and a description of volunteer opportunities
• Parent meetings to solicit input on major school decisions and feedback on ongoing operations
• Amendment of the school's parent handbook
• Inclusion of parents in committee meetings and school functions through invitations to participate
• Inclusion of parents in the assessment process and in learning exhibitions
• Training in how the school's assessment process works including parents' roles in it
• Inclusion of parents in instruction, as appropriate
• Regular communication between parents and advisors
• Workshops to help parents support their children's education
• School celebrations

Teacher Involvement
IAES#2 views teachers as the experts in curriculum and instruction. As the primary executors of the school's educational program, they are the day-to-day stewards of the school's mission and vision. Their voices will be heard as authoritative in matters related to curriculum, instruction, and student achievement, and will have weight in all areas of school decision-making. Teachers will confer among themselves and with administrators to discuss concerns, student progress, student needs, professional development plans, long-range school plans, and other governance issues. We expect the BD to appoint 3 site teachers to IAES#2 ILB.

10. School Leadership & Staffing Plans

10a Leadership Team Capacity: The Leadership Committee that is submitting this plan consists of a broad cross-section of administrators, teachers, parents and community organizations that have the collective capacity to build a successful program at VRES#10. Renee Harvey has been the Chair of the Leadership committee. Ms. Harvey is a Director of Student Support Services at IA who oversees successful special education, ELL and GATE programs at the charter school. She has over eight years experience as a charter school administrator of Ivy Academia and Chime Charter schools and twenty years experience in the special education field as a program specialist and pupil personnel director. Ms. Harvey has been supported by the following members of the leadership committee whose resumes are attached in **Appendix U**:

- Eugene Selivanov, MBA, IA Executive Director
  Expertise: Charter school finance, operations and governance.
- Jennifer Lyons, IA K-3rd grade Principal and a former LAUSD and IA elementary teacher
  Expertise: Curriculum, operations, evaluations, discipline, special education/ELL/GATE services
- Arina Goldring, IA 4-8th grade Principal and a former IA elementary teacher

Expertise: Curriculum, operations, evaluation, discipline, special education/ELL/GATE services
- Carrie Murray, IA Academic Director and a former teacher
  Expertise: Curriculum, benchmarks and educational goals and metrics
- Carrie Ludwig, IA teacher and a former teacher at a Title 1 school, LAUSD and LACOE 2009 Teacher of the Year, resident of the Winnetka area
  *Expertise: S*ervices to low socio-economic populations, teacher perspective on instructional programs, knowledgeable about community needs
- Emily Larew, Resource specialist
  *Expertise: S*pecial education and intervention services
- Jamie Chavez, parent and a former ELL coordinator at Darby ES
  Expertise: ELL program, parent perspective
- Kimberly Hasserjian, parent of a special education student
  Expertise: Parent perspective of special education program

In addition, members of the Winnetka Neighborhood Council provide invaluable insights which helped the team to tailor its program to the needs of the Winnetka community.

10b Staffing Model:
The following is a tentative staffing model for IAES#2

Positions	2010-11	2011-12	2012-13	2013-14	2014-15
Administrators	2	2	2	2	2
Teachers	22	22	22	22	22
Resource Specialist	2	2	2	2	2
Office clerical	2	2	2	2	2
Aids: TA, yard	3	3	3	3	3
Custodial and Maintenance	2	2	2	2	2
Enrichment teachers: PE, music, foreign language	3	3	3	3	3
Librarian/nurse	1	1	1	1	1
ELL/At risk Coordinator	1	1	1	1	1
Outreach coordinator (funded from donation in year 3)	1	1	0	0	0

IAES#2 expects to continue outsourcing psychologist, speech and OT services. The services of interpreters and translators are currently provided by LAUSD SELPA for no charge to the charter school.

10c Compensation:
IA has competitive compensation packages that allow it to attract high quality staff from local private schools and School Districts, including LAUSD. IA compensation consists of base salary and performance bonus. The performance bonus is non-competitive and is based on a 360 degree evaluation of individual employees which includes administrative evaluation, test scores (if applicable), parent surveys, and attendance rates. Over 90% of IA teachers have received their bonuses since the charter school's inception.

The following represents ranges of total compensation for certificated teachers, classified staff and administrators:
- Classified: $10/hr to $25/hr
- Classified management: $40,000-$70,000
- Certificated Teachers: $40,000 to $70,000
- School Administrators: $70,000 to $110,000

In addition, IA offers the following benefits:
- Medical, dental and VSP plans: can vary between 2% to 20% of base salary
- STRS: 8.25% of salary
- 403B retirement plans: $2,000 matching by the school
- life insurance: no cost

10d School Leadership: We expect Ms. Jennifer Lyons, IA's current elementary principal, to become a principal of IAES#2 at VRES#10. Ms. Lyons is a product of LAUSD. She graduated from an LAUSD school, taught eight years as an elementary teacher at various West San Fernando Valley elementary schools including the last four at the magnet program of the Welby Way ES before joining the IA teaching staff in 2006. A year later she was promoted to the administrative position. She has been a Principal of the IA elementary program for the last three years. In addition to her educational experience, Ms. Lyons has been a manager bookkeeper for 17 years at a local Sport Chalet store. This combination of teaching, administrative and business experience, together with the knowledge of IA operations and culture makes Ms. Lyons an ideal candidate for the IAES#2 Principal position. Her resume can be found in the **Appendix U**.

10e Leadership Team beyond the Principal: IA's Academic Director, Director of Student Support Services, and the Staffing and Business manager will continue to provide services to IAES#2 in the same way they provide services to the current elementary program of IA. So, the only additional leadership position that needs to be filled by IAES#2 will be that of Asst. Principal. The job description for this position is provided in **Appendix V.**

10f Recruitment of Teaching Staff: IAES#2 will recruit highly qualified teaching staff through job fairs, employment websites and LAUSD referrals. IAES#2 will also work with local academic institutions like CALSTATETEACH, Cal State LA, and National University to recruit their graduates. IAES#2 anticipates having a four step hiring process:

Step 1: IA HR managers selects resume of qualified candidates (2/24/10 to 3/15/10)
Step 2: Hiring committee, consisting of principals, IA mentor teachers and parents interview candidates (end of March, 2010)
Step 3: Founder, Principal and a teacher observe a candidate in the classroom (April-June 2010)
Step 4: Candidates are hired on a rolling basis (April-July 2010).

IAES#2 expects to hire one mentor teacher for each grade level to serve as a mentor. Given the anticipated population, IAES#2 will give preference to candidates that taught in Title 1 schools and/or have CLAD or BCLAD credentials. The Director of Student Support Services will join the Principal in the recruitment of resource specialists for this campus. As part of our outreach plan, any interested teacher from the relieved campuses will start at Step 2. Any other staff members will be hired through the interview process with the Principal and Founder. Each employee of IAES#2 will be selected based on appropriate academic background, prior experience, specialized training, and/or personal qualities as may be needed for each position.

11. Operations

IAES#2 understands that it will need to enter into the facilities use agreement with LAUSD regarding the use of VRES#10. As of this agreement LAUSD may provide competitive bids/matching for various facility support services such as cafeteria, custodial, maintenance, security, supplies, and transportation services. IAES#2 is open to the District providing the school various facility support services that are currently outsourced by the charter school provided that the district price and performance standards are similar to the ones currently in existence at the conversion charter schools such as Fenton and Granada Hills HS.

Currently, IA has a custodial/maintenance position at each of their private campuses. These employees are responsible for cleaning and minor maintenance. IA has a security position which is designed to provide security

for all IA campuses. IA outsources specialized maintenance, cafeteria, supplies, transportation and alarm monitoring services. The charter school is currently looking for a cafeteria provider that is able to offer organic and kosher options as part of their menu selections.

12. Finances

12a. Funding: Similar to IA, IAES#2 will be an independent charter school that receives funding via the charter funding formula. As a start-up charter, IAES#2 is eligible to receive up to $600,000 from the Public Charter School Grant program and up to $240,000 from the Walton Foundation. IAES#2 is also eligible to receive a $250,000 low interest rate 5-year Revolving Loan from the State of California.

12b Budget: As Shown in **Appendix W** IAES#2 is expected to generate positive operating results starting in the first year of operations. The following are the main assumptions used in the model:

- IAES#2 will be at full enrollment of 520 students starting in 2011
- Funding rates in 2010-11 will be the same in 2010-11 and 2009-10 school years
- IAES#2 will receive $600,000 Public Charter school grant over the two years
- IAES#2 will not receive $240,000 from Walton Foundation Grant program
- IAES#2 will be approved for $250,000 Revolving loan
- Special Education expenses exceed Special education funding
- Student teacher ratio will be 20:1 in K-3rd and 25:1 in 4th-5th grades
- Staffing model described in 10b is fully incorporated
- First year professional development estimated to be 5% of the revenues
- IAES#2 will have an SIS system and fully functional computer lab

Although the school will schedule fundraising activities, this funding is not part of the regular school budget process.

12c Financial Controls: IAES#2 will maintain written fiscal polices that are adopted by the BD. These policies will meet state laws, generally accepted practices, and ethical standards. The independent auditors will review these policies before adoption.

Independent auditors will conduct an annual financial audit of IAES#2 in accordance with the K-12 Audit guide adopted by the State Controller's office. The school will send its audited reports to LAUSD, LACOE and the State Controller's office.

IA's audit reports over the last five years had no audit exceptions and/or deficiencies.

The IAES#2 Accounting Manual will provide guidelines on who is authorized to sign contracts, sign checks, and release institutional funds. In addition, the manual will contain processes for monitoring payroll information, reviewing bank reconciliation and deposits/withdrawals of all school financial accounts as well as policies on the use of the credit cards and other lines of credit.

IAES#2 will provide the reports to the District in accordance with the following schedule:

a. Provisional Budget – Spring prior to operating fiscal year
b. Preliminary Budget – July of the budget fiscal year
c. First Interim Projections – December of the operating fiscal year
d. Second Interim Projections – March of the operating fiscal year

e. Unaudited Actuals – August following the end of the fiscal year
f. Audited Actuals – December 15th following the end of the fiscal year
g. Classification Report – monthly the Monday after close of the last day of the school month
h. Statistical Report – monthly the Friday after the last day of the school month.

In addition:
      i. P1, first week of January
      j. P2, first week of April
      k. Bell Schedule – annually by November
      l. Other reports as requested by the District

13. Facilities

LAUSD and IAES#2 will sign a facilities use agreement regarding VRES#10.